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ABSTRACT

This proceedings reflects the content of a day-long conference designed to introduce selected publics to established models for economic stimulus with applicability to Washington state; provide a focus for the statewide legislative studies of education and high technology; and promote the Washington state community college system as the primary connection with business, industry, and labor for the support and development of incentives for economic recovery through education and training. For each of the four conference sessions, and luncheon and dinner addresses, summaries are provided of the major presentations, reactor comments, and participant feedback as gathered through questionnaires. The major presentations were: (1) "Employment Picture in Washington State," by Norward Brooks, Commissioner of the Employment Security Department; (2) "Cooperative Programs in Washington Community Colleges/Business-Industry Connection," by John Vicklund from Eldec Corporation and Larry Henderson from Kaiser Aluminum; (3) "Economic Development and the Future of Washington State," by Richard T. Schrock, Director of the Department of Commerce and Economic Development; (4) "A Successful State Model--North Carolina," by Larry Blake of the North Carolina State Department of Community Colleges; (5) "The National Picture: Economy on the Downtrend," by Richard Klassen; and (6) "Building a Team: Community Colleges, Business and Industry, State Government--This Is the Way We Did It in North Carolina," by Governor James B. Hunt. (AYC)

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CONFERENCE PROCEEDINGS

"PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT"

**Cooperation in High Technology —
Community Colleges, Business and Industry,
Labor and Government**

Meleese Mohn, Editor

Friday, August 20, 1982

North Seattle Community College
9600 College Way North
Seattle, Washington

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TABLE OF CONTENTS

	Page
Introduction.	1- 2
Session I	3-17
Session II.	.18-36
Luncheon Address.	.37-48
Session III	.49-68
Session IV.	.69-82
Dinner Address.	.83-91
Appendixes	
I. List of Participants	
II. Biographical Notes	
III. Planning Committee	

PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT

AUGUST 20, 1982 CONFERENCE

INTRODUCTION

BACKGROUND

In the spring of 1982 a series of meetings occurred within the national Association of Community College Trustees, the Washington Association of Community College Presidents and the American Association of Community and Junior Colleges which focused on the linkage of community colleges with business and industry in the training and development of high technology.

As the academic year was drawing to a close with the economic picture in the state worsening, a representative group of educators, trustees and leaders from government and private industry who serve on the boards and committees of these organizations decided it was timely and urgent to explore the possibilities of utilizing the community college system within the state to spearhead, along with government and industry, a cooperative program for economic development in the area of high technology.

The group, headed by Mary McKinley, president of the Washington Association of Community College Trustees, and Dr. John W. Casey, Chancellor of Seattle Community College District, began to look at other states' successful models and to find experts with some experience in this area. They discovered that Governor James B. Hunt, Jr. of North Carolina would be in the Northwest to attend the national conference of the Education Commission of the States in Portland the week of August 17. Governor Hunt and Dr. Larry Blake, president of the North Carolina community college department agreed to come to Seattle on August 20 and present the North Carolina model which has brought over \$9.6 billion in new industry to North Carolina, and trained workers to fill 155,000 jobs through the community colleges.

SPONSORS

The associations of the trustees and presidents of the community colleges of Washington State, along with the State Board for Community College Education agreed to sponsor a one-day conference, and Dr. Casey of the Seattle Community College District agreed to host the conference at North Seattle Community College on Friday, August 20, 1982.

PURPOSE

It was agreed that the purpose of the conference would be:

- To introduce selected publics to established state models for economic stimulus with applicability to Washington state.
- To provide a focus for the statewide legislative studies of education and high technology.

INTRODUCTION (cont.)

- To promote the state community college system as the primary connection with business, industry and labor for support and development of incentives for economic recovery through education/training.

PARTICIPANTS

Each of the 23 community college districts within the state invited leaders from local and county government, private industry and legislators to participate, along with the presidents and trustees, in this one-day conference.

On Friday, August 20, leaders from education, labor, industry, government and the legislature gathered at North Seattle Community College in Seattle. (See participant list - Appendix 1)

FORMAT

The day was divided into two sessions in the morning, luncheon with a major speaker, and two sessions in the afternoon with Governor Hunt addressing the dinner session.

Each speaker during the day had speakers from other areas react to the speaker, and the audience participated in a question and answer session and also evaluated each session with recommendations and comments. The proceedings were to be published for followup work and organization of this effort by the participants.

The following proceedings were edited from tapes recorded of the conference, with the format of each session including major points/themes of the speakers and reactors and the comments taken from the evaluation sheets turned in after each session by the audience.

These proceedings published by:

Seattle Community College District
John W. Casey, Chancellor
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of Public Information
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SESSION I

"Employment Picture in Washington State"

Welcome - Mary McKinley, President
Trustees Association of Community Colleges

Presider - Tom Nielsen, President
Edmonds Community College

Speaker - Norward Brooks, Commissioner
Employment Security Department
State of Washington

Reactors - The Honorable Gary Nelson
Representative - 21st District
Washington State House of Representatives

The Honorable H. A. "Barney" Goltz
Senator - 42nd District
Washington State Senate

SESSION I

"Employment Picture in Washington State"

Welcome - Mary McKinley, President
Trustees Association of Communities Colleges

It is my distinct pleasure to extend to each of you greetings and welcome to this conference from the Trustees Association of community colleges, the Washington Association of Community College Presidents and the State Board for Community College Education.

In opening this conference, I wish to stress the vital and important nature of the concept that we will explore together today. Each of you must challenge yourselves individually as well as for your associations or your place of business to ascertain if the economic recovery model presented here today is applicable not only to your particular interests but to that of your city, your county, and to our state. The community college system in this state has played and will continue to play a paramount role in the education and training of the people who then in turn make a positive contribution in the marketplace and to the monetary stability that is so important especially at this time. It is my personal conviction that it will be a group such as this gathering that collectively can, will, and must help determine the direction the economic recovery of our region will take.

I will not go into great length about the outstanding speakers that you will hear today, but we are honored that so many important individuals are willing to share their knowledge and expertise with us. We're going to ask that each of you participate actively throughout the day. You will be asked to provide an immediate response at the conclusion of each session or address by completing the evaluation questionnaire for that particular session. You will note that these questionnaires are included in your packet and are color-coded for your convenience. We would ask that you leave them at the back of the room after you have finished completing each form.

Also, each session and address will be coordinated by a presider who will direct your questions to the speakers and reactors as time allows.

At this time I would like to introduce Dr. John Casey, Chancellor of Seattle Community College. Dr. Casey is hosting the conference today and if you have any questions about conference facilities, directions, and so forth, he and his staff will be glad to assist you.

As we begin Session I, I would like to issue a challenge to you, a challenge to become a partner in planning, not only today, but to join with us in the days to come in an effort to assist in the improvement of Washington State's future and economy.

Presiding over Session I will be the president of Edmonds Community College. Will you help me welcome Tom Nielsen.

Presider - Tom Nieisen, President
Edmonds Community College

Good morning and welcome. I'm really delighted to serve as presider today. It's appropriate for this first session, in my opinion, that we paint the picture for the rest of the conference and this first session is going to be the employment picture in the State of Washington. I have kind of a dual responsibility. One is certainly the honor to introduce our speaker and our two legislative reactors, and the second is to try to keep us on time. John Casey has informed me that he has a large hook that is going to be attached to my foot if we run too long over, so I will try not to waste any time.

In order to keep this moving, I'm going to introduce not only our speaker but both of our legislators in the order in which they will speak to make their comments. Then at the end of that time I'll entertain any questions that we may have for that session.

First our speaker is Norward J. Brooks. He's Commissioner of the Washington State Employment Security Department. He was appointed by Governor John Spellman and serves as a member of his Council. Mr. Brooks previously served for three years as Commissioner of the Employment Agency under Governor Evans. He established a number of progressive steps to assist unemployed men and women throughout Washington during his first term. Commissioner Brooks brings a distinguished record of education and service to his post in Olympia.

To react to his presentation, first we will have Representative Gary Nelson. Representative Gary Nelson is the House Majority Leader now serving his fifth term in office.

Senator Barney Goltz is now serving his seventh year in the Senate and previously served in the House for one term. During the past regular session of the legislature, he served on the Higher Education, Parks, and Ecology, the Rules Committee and is a member of the Ethics Board.

Speaker - Norward Brooks, Commissioner
Employment Security Department
State of Washington

S U M M A R Y O F R E M A R K S

- ** Today in Washington there are 12.4% of the labor force unemployed.
- ** This represents 251,600 people without jobs
- ** 115,000 are drawing unemployment and 140,000 not receiving benefits, with the exception of those on welfare.
- ** Comparison of these figures in 1982 with the early 1970's when the unemployment rate was 10/11% indicates that there were many federal programs brought into the state to provide job opportunities which do not exist today.
- ** "New needy" is a term used for many of the unemployed who have worked most of their adult life, have too many assets to qualify for the social systems and the complicated rules; but find themselves in dire need and going to the limited community resources available.
- ** The myth that there are a lot of jobs and that anyone who wants to work can find work.
- ** The problem of mismatch - finding the trained people to match the jobs available, i.e. the example of the national ad for math teachers in Washington when we have surplus teachers looking for work.
- ** Preparing youth by education and providing opportunities... through family-owned businesses, friends providing jobs; the gap between this kind of job opportunity and the larger world of work which uses computers and job banks.
- ** The effects of job searching which damages the ego, through many rejections, causes the self-searching and lowering of expectations, the redirection and choosing of new careers.

2
** The larger problem looming for the future revealed in the statistics which indicate:

- 16 to 25% diminishing labor force by the 1990's.
- developing the human capital within this labor force which will have a high proportion of blacks, hispanics and be over 60% women, and not accustomed to a high technology environment.
- retraining and eliminating of functional illiterates who will have to become part of the high technology work force to maintain the older population receiving social benefits/security.

Reactors - The Honorable Gary Nelson
Representative - 21st District
Washington State House of Representatives

The Honorable H. A. "Barney" Goltz
Senator - 42nd District
Washington State Senate

Summary of Remarks by Gary Nelson, Reactor

I think we need to look at some of the remarks that Norward has made relative to our employment situation...

**From the statistics it would appear that there is a tremendous amount of in-migration into the State of Washington. Why?

--Probably first on the list is our higher education opportunities. We have dropped to third from second as far as access to higher education. I'm hopeful that will turn around and then we will continue to see the needed growth in the private sector and then provide opportunities for jobs.

**I commend the community colleges and think they are part of the attraction bringing people into the State of Washington. They have been working very hard.

--General Advisory Committee active with the business community are helping solve some of this unemployment problem.

--Improved academic credentials in areas leading to eventual jobs and more contracting with private corporations which now accounts for 6,106 full-time equivalent students.

--Need to improve our resources to help with counseling, the problem of teenagers delaying entry into higher educational institutions because they don't know which route to follow and see college-educated people among the 12.4% unemployed.

--Enlarge work-study programs with business helping. In 1981-82 3,600 students were in this program.

--Need to improve the student loan opportunities. Banks and financial institutions making commitments to assist students who need it.

--Making sure business understands its role in these programs.

Summary of Remarks by "Barney" Goltz, Reactor

My first reactions to Mr. Brooks' comments were that something must be done... perhaps we should say, everything possible must be done. But government is not the primary force which gets things done in the state, although it does have an important role to play. The role government has to play, state government in particular, is delivering the educational system K through 12 and colleges and universities to meet the needs of employment in the state of Washington.

Secondly, the state has a responsibility in establishing a climate where industry is willing to risk some capital and to locate.

Thirdly, we do have the obligation to provide certain specific programs such as the agency (Employment Security Department) which Mr. Brooks heads, as well as agencies like Commerce and Economic Development. But the main thing for the state to be aware of in these times is that the patterns are changing and that those patterns are not going to be restored simply by economic recovery.

The gratifying thing is that there is a great deal of concern in our state about this particular issue:

- this conference itself is a good indication that a large number of people in education and industry, and in government, are working to find solutions to the unemployment problems.
- The Western Interstate Commission for Higher Education has created a task force on high technology manpower requirements for the 13 Western states.
- the governor has created a state task force on high technology training and advancement to find out what it is that we will need if we're going to participate in the national and international competition for high technology industries.

Recently, in the August 18th edition of the SEATTLE WEEKLY, David Brewster has an article which I would certainly recommend that you read. He calls for

- **a national effort to spur modernization and internationalization of our economy;
- **state money to be invested in what he calls "sunrise industries" and proposes that insurance companies should be required to invest some of their capital in the state so that they will participate in the development of the resources in our state.

Summary of Remarks by "Barney" Goltz, Reactor (cont.)

**a tax on out-of-state sale of resources, our timber, etc., and use some of the money to invest in new industry and university research;

**create a world-class think tank in the state of Washington involving industry, university people and others in an effort to bring a unified effort to our problems.

**a considerable recommitment to higher education at all levels.

We have great resources in the state..great raw material resources, renewable resources. We tend to sell them without processing them in many cases, and maybe we should look at that.

We have ports...a resource that is still greatly underutilized.

We have an educated work force. We educate in our public institutions more of our citizenry than any state except one or two, and I hope we do not change that public policy.

We have tourist attractions which invite people to come here on the short-term which employ a lot of low-level, entry-job, type people.

The world is surely changing and high technology is one of the places we are going to get increased productivity. Technology is probably the only way we are going to achieve some of the new goals and life standards that we hope we can achieve for the next generation. The state needs:

- * some assessment mechanism statewide to match the job needs with skill deficits. We should try to apply at the state level the same kind of successful assessment process that vocational technical institutes use for specific industries.

- * secondly, a delivery system in addition to the excellent but limited system we now have, particularly in the area of high technology training. Our community colleges are limited to two-year programs. It takes an alliance with a four-year institution or a private institution to offer a Bachelor of Technology degree in this state. We either will have to develop a new technology institute or convert one or more community colleges to advanced programs, that is upper division programs leading to bachelor's degrees in technology at our community colleges; or convert one or more of our regional universities to have specific responsibilities in that area; or create a paper technological institute which will contract with the existing institutions to offer those degrees.

Summary of Remarks by "Barney" Goltz, Reactor (cont.)

- * thirdly, the state has to work very hard to create the climate. One of the major efforts all should participate in between now and the next legislative session is the whole area of tax reform. Contact should be established with the governor's Tax Advisory Council. I would urge you to stress a kind of tax system that invites industry and jobs and profit in the state of Washington.

I happen to be one of those people who believe that taxing profits is not a dirty word. If you tax profit, you bring the government into a partnership with business. If the state government had to rely on profit for a part of its resources for its programs, you would have government more interested in creating a climate where profit is possible.

- * fourth, I think we need to support the educational system we already have. We have to be very careful that we not allow our professors of engineering to go off to the private sector. That's the equivalent of "eating your seed corn" as we used to say in Minnesota.

The challenge is to understand the change and to mold it to the needs and benefit of our state and the people who live and work here. I hope that all of us can participate in that challenge.

SESSION I - AUDIENCE REACTION

Question 1. What was your perception of the employment picture in Washington State before the presentation today?

85 people answered "on target"
4 people answered "more optimistic"
7 people answered "less optimistic"

Question 2. From your perspective, do you believe the state's current methods utilized to assist persons in finding jobs is

9 people answered "adequate"
34 people answered "inadequate"
54 people answered "should be strenthened"

Question 3. Do you think community colleges could play a larger role in the state's undertaking to assist persons in the job market?

94 "yes" answers
4 "no" answers

Question 4. What kinds of assistance do you perceive as being appropriate for community colleges to give to the state?

96 answered retraining
66 answered skill assessment
76 answered counseling
65 answered researching

Other: personal enhancement & hobbies.

Comments:

- * Short courses, schedules which allow class attendance on 1 or 2 days a week in blocks of time, perhaps with part-time work or on the job training.
- * Training - assisting people in job search skills.
- * Each community college needs one person specially trained to conduct research on labor market/be the contact between business/education.
- * More partnership with business.
- * Solidify partnerships with four-year institutions for expansion.

Question 4. * Motivation - spiritual - for higher attainment - needs research and stressing.

Basic education of a very high quality to increase prospects for success of future employees.

Need for more interaction between community colleges and industrial base/private industry and those working to bring industry (ports, industrial development councils, etc.).

Proper academic placement of students.

Identify/aid adult functional illiterates.

Community based needs addressed through special programs.

Research/resource development meeting the employments needs of business/industry.

Retraining of Employment Security Field Personnel.

Ready to train and retrain now.

Reevaluation of what we offer - get rid of obsolete programs - substitute on line in relationship to market needs.

Up-grading of basic skills, developmental education, pre-academic training, as it were.

Preparatory training.

Increase technology offerings with proper funding.

Job seminars for changing careers.

Assistance in initial placement and initial experience acquisition.

Math needs to be expanded.

Tell their story/role/results to all segments on industry, government.

New job skill training.

Make a "fit" between community colleges & unemployed for training.

Many students have no idea how to prepare a skill that can be marketed by them. I interviewed many who don't realize they should be prepared.

Question 5. To help find solutions to the current employment crisis, would you be willing to work with state legislators, business and/or labor groups, and educators to explore ways to form (and fund) closer partnerships and liaisons?

89 answered "yes"

1 answered "no" - Interested, but no time or resources

9 "no comment"

Question 6. Do you have any specific suggestions as to how such partnerships should be developed? Please list briefly.

Industry needs to realize the benefits it receives by having a trained labor force and should stop fighting attempts to change our tax system so that we can have a stable and adequate source of revenue to fund education.

Government assistance to private business sector and Chamber of Commerce to develop a hand to hand working relationship with colleges and job market placement of students.

Local community college - local business cooperative study group.

See about and wake up our legislators to what community colleges can really do to aid unemployment.

Inventory of jobs available, employers confidence.

Follow thru and supplement Governor Spellman's Executive Order #82-09.

Educators themselves must be retrained--those who are already "high technology" are being drained away into industry. A cycle of cooperation, businesses training educators training students. We also apparently need to acquaint our legislators with our capabilities, our populations.

We need a state policy on employment training.

Persons on unemployment should be considered as job searching while being retrained for available jobs - continue to receive unemployment compensation while in school, while eligible.

Task force of legislators - business leadership and educators form after a state policy has been made.

Ease the state laws and regulations which between community colleges and industries hinder cooperative arrangements to having industry provide on the job training facilities which return a profit to the industry, profit which is shared by the community college.

Community colleges are ready and limited only by lack of funds from the state legislature.

Question 6. My question is: If we are able to develop a unique partnership to attract new industries, how will we solve the labor union problem in this state, which the southern states use as an enticement to new industries.

State participation should be coordination role only. Local community colleges (not vocational technical institutes) are working more closely with business and industry than these legislators are aware of. Unbelievable.

Task force - bring together individuals from all areas indicated below to bring about better understanding of not only what the needs are, but using the mechanism we have in place (community colleges) to meet those needs.

Strong connection with Chambers of Commerce, work closely with International trade via University of Washington to establish foreign markets. For eastern Washington - technology training in agriculture processing and market (computer assisted).

Need for immediate communication and planning to be implemented to get these resources working together on a regular basis.

Could education and training be a part of each unemployed person's activity? A requirement for benefits, perhaps?

Closer liaison in community colleges with business and industry in: communication. Exploration, coordination - with business, industry, education, both private and public. Experiment with model plan.

Academic support of minorities (Blacks, Hispanic, American Indian) students grades 3-12 for science enrichment extracurricular classes, field trips, volunteer assignments and jobs.

Coordination of efforts to provide "matcher" for skills and training encouragement by industry and business.

Genuine seeking out of business new employers needs. Attempts to listen to employers' requirements rather than tell them what you think they need.

More emphasis and "selling" of high technology jobs at high school/ and lower level.

Would second Senator Goltz's comments on tax on profits - evaluate benefits and costs of such an action as method for raising needed revenue for education. Strengthening of work study, PIC programs as they might relate to community colleges.

Funding may be possible through federal/local community development block grant funds received by localities. These funds can be used to promote economic development, assist low/moderate income individuals, and promote community improvement.

Question 6. Ask industry.
(cont.)

Through educational research of what jobs will be in the future and the skills required. Most educational systems are not aware of positions needed and positions are needed. How many car mechanics do we need?

Expand industry/community college and industry/common school career liaisons/contracts. Models long available are programs. Explore possibility of at least one institution offering a four year bachelors degree technology education program (as Oregon Institute of Technology where both two and four year programs are offered in several high technology areas).

With the present educational system of Washington, it seem that the community colleges are the best source at the type of educations necessary to fill the jobs that will evolve in the industries of the late 80's and 90's. The legislature must be convinced.

A stronger alliance between the public sector agencies and those that represent business and industry and labor.

Need to: Not depend on organized labor as the only group to use as spokesman for employees. Organized labor has an inordinate power in Council for Vocational Education and vocational technology to forestall progression in training labor. Employers need to be used more.

The development of mechanisms to identify jobs, people and training as a package.

Make use of findings of the task force on the high technology needs in western states - organize concerted efforts to provide training and disseminate information to students on future training and job needs.

Exchange of personnel business and academic areas. Coordinated planning for job opportunities between business and colleges. Bring college expertise into the work areas - plan ahead for job skills necessary within industry - strategic planning.

Need for improvement in predicting job needs of the future so people are trained for jobs that are really wanted. Address future needs rather than needs of now.

More involvement of business people on the advisory committees.

Guidance and counseling department. Colleges and universities/employment security jobs listed. Establish six month/one year/three year/five year objectives. Sponsorship of job fairs. Promotion of scholarship, work study support by business organizations.

Question 6.
(cont.)

Develop a clear employment or training policy for the state. Shape programs to fulfill the direction of the policy. Make the effort to promote programs a joint effort including colleges at the private sector. Strengthen the counseling at community colleges.

Broaden communications in areas of who is responsible for what and when.

Education/business/industry planning councils.

Establish realistic needs to be met. Raise the awareness level of entry level people of the importance of attitude, training, experience to their acceptance in the work place and to their advancement in the future.

Statewide committee to assist and plan for needed training in existing industry and needed to attract industry.

Some sorts of impetus from the "top" would be helpful. I particularly like the idea of an advanced technology and institute - but out of a community college/four year college.

Continual communication - state policy development - for the purpose of coordination and strong support.

Set up business/industry/community college councils.

Simple corporate incentive to retrain, train and hire the unemployed.

Government incentives to business/industry who cooperate in educational program development for training/retraining of employees by hired initiatives particularly community colleges.

Increase community college involvement in supporting new business development in local communities.

One on one presentations.

College designate one person whose full-time responsibility is solely that of with business/government on employment and training issues. That person should conduct research on local employment and feed that information to the college, vocational division counselors, administrators. Develop strong career counseling programs, work with business on soliciting new training needs and solicit money and equipment, etc. Do much more to invite legislators and legislative candidates to the campus. Each community college could sponsor a series of community forums on topics such as: employment, training, poverty and the community, public policy issues and needs. E.g., or How much public support is needed for a healthy private? Forums could be supported by all-day teaching at the college; faculty/community leaders prepare white papers to facilitate a good debate and could legislators then react and state their political stand. Should be done before November election. State should provide seed money to begin new needed training programs for business in conjunction with community colleges. Business should adopt students as cooperative programs are no longer funded. Students sponsored by community colleges.

"PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT"

August 20, 1982

Participant QuestionnaireSESSION I - Employment Picture in Washington State

1. Was your perception of the employment picture in Washington state before the presentation today
on target _____ more optimistic _____ less optimistic _____
2. From your perspective, do you believe the state's current methods utilized to assist persons in finding jobs is
adequate _____ inadequate _____ should be strengthened _____
3. Do you think community colleges could play a larger role in the state's undertaking to assist persons in the job market?
yes _____ no _____
4. What kinds of assistance do you perceive as being appropriate for community colleges to give to the state?
retraining _____ counseling _____
skill assessment _____ researching job markets & requisite skills _____
other _____

5. To help find solutions to the current employment crisis, would you be willing to work with state legislators, business and/or labor groups, and educators to explore ways to form (and fund) closer partnerships and liaisons?
yes _____ no _____
6. Do you have any specific suggestions as to how such partnerships should be developed? Please list briefly.

Name (optional) _____

Affiliation _____

Business/Industry _____ Education _____ Labor _____

Government _____: _____ state _____ county _____ city

_____ legislature

SESSION II

"Cooperative Programs in Washington: Community Colleges/ Business-Industry Connection

- Presider - Peter DeVries, President
Big Bend Community College
Moses Lake, Washington
- Speakers - John Vicklund, Director
Industrial Relations
Eldec Corporation
Lynnwood, Washington
- Larry Henderson
Personnel Supervisor
Kaiser Aluminum
Trentwood, Washington
- Reactors - Nelson Grote, District President
Spokane Community College District
- The Honorable Delores E. Teutsch
Representative - 45th District
Washington State House of Representatives

SESSION II

"Cooperative Programs in Washington Community Colleges/ Business-Industry Connection"

Presider - Peter DeVries, President
Big Bend Community College, Moses Lake, Washington

On behalf of the Washington Association of Community College Presidents I'd like to welcome you this morning and also add my personal welcome from Big Bend Community College located in Moses Lake, Washington. We have entered into a partnership with business and industry in central Washington. And that partnership has to include government. It has to include the local community. And it has to include the educational establishment in the area. And through that kind of partnership we have had International Titanium build a \$30 million plant. We have Sunstrand who has moved into the port district and Union Carbide, who will now be building an \$85 million plant in the Moses Lake area. And I think that if we are to enter into a period of diverse economic growth we must move from the base of agriculture, timber, and aircraft industries to broaden that base to become successful in this endeavor.

I'd like to introduce our speakers today. First, on my left, John Vicklund. And when he stands you will see that I have already engaged him for this fall because he has four years of eligibility left in basketball. John is the Director of Industrial Relations with the Eldec Corporation, an aerospace electronic manufacturer. He has also served as a human resources administrator, a training and development specialist, and prior to being with his present firm, he was with the Xerox Corporation and worked as a sales representative. He's a graduate of the University of Washington, a member of the Board of Directors of the King County Private Industry Council. He's also President and a founding member of the Puget Sound Electrical Training Foundation.

Also on my left, Mr. Larry Henderson, who is presently the Personnel Superintendent of Kaiser Aluminum and Chemical Corporation, the Trentwood works, and he's held that position since his transfer from the deep south in Louisiana. He holds degrees in political science, statistics from Southern University, the University of Maryland. He has two masters degrees, industrial relations from Iowa State and also the masters degree pursued at Iowa State University in industrial engineering. His professional activities include Toastmasters. He's coauthor of articles for the Human Factor Society.

Our two reactors this morning, first on my right, a person that I believe really does not need a introduction, the Honorable Delores Teutsch, representing the Bellevue area, a representative from the 45th District of the Washington State House of Representatives and Chairman of the Higher Education Committee.

And Nelson Grote, our neighbor to the left, in a smaller community college district to the east of us, the Spokane Community College District. District President Nelson Grote. And he will be reacting also to our speakers.

We'll begin our session with John Vicklund.

Speaker - John Vicklund, Director
Industrial Relations, Eldec Corporation
Lynnwood, Washington

SUMMARY OF REMARKS

I was very pleased to be invited by John Casey to participate in this conference particularly when he told me about the nature of it, the fact that we're talking about primary partnerships and economic development, including industry and education and particularly when he told me of the desire to talk specifically about concrete examples and models that we could use in terms of fostering and developing a kind of economic development and educational system interaction that we need in order to prosper as a community.

About 18 months ago, actually perhaps two years ago, there were some incidents that began to set in motion a partnership that I would like to describe for you this morning. I'm not going to talk about possible solutions. I'm going to talk about a very specific solution. What I'd like to talk about is a project that those of us in the electronics industry, here in Puget Sound, have put together with the community colleges and the private industry councils of the King and Snohomish County area in order to produce and deliver to the electronics industry trained, skilled technicians.

Historical Perspective:

Electronics industries have had a lot of press in last couple of years. Has been heralded as a savior of our economy. Private industry, let alone the electronics industry, is not going to be the savior of our economy, but electronics is in a good position to provide us with an excellent economic base and economic future.

Demographics - Presently 80 electronics firms in manufacturing in the Puget Sound basin...100/110 throughout the state. These companies are primarily home-grown industry. About a year ago began to see influx and interest from national and international companies such as Hewlett-Packard and Fairchild. Presently employ about 15/20,000 people in this community (this does not include another 70,000 involved in aerospace).

Growth - Rapidly growing with 30% rate growth annually two years ago. This has slowed down to about 15% annually projected for next five years according to a survey.

Silicon Valley Syndrome - Due to shortage of skilled people, it became frustrating to find skilled workers like San Francisco Bay Area where "silicon valley" began. We were competing with each other for the same people, bidding up wages and recycling people. Good for the individual but bad for long-term life of the industry and not solving the people problem.

Formation of Puget Sound Electronics Training Foundation:

We found that the same discussions were going on in community colleges and government councils as those in industry regarding the shortage of skilled people. Two years ago the foundation was formed bringing together a group of electronics companies, the community colleges and the private industry councils to put together a model project.

Difficulties encountered:

We overcame a number of difficulties in putting together the project. The question of turf not only among the companies but among the colleges with their own boards, curriculum and geographic areas. Then the question of governmental agencies with their jurisdiction and responsibilities to all, including the individuals who needed employment, had to be solved.

Getting leadership from industry, as well as the total group, was also difficult. If industry can define the skills needed and describe them in a way that community colleges, universities, public schools and government can respond to, then the problem can be assessed.

The group settled on developing a curriculum for training technicians:

Developed a new curriculum - practical and pragmatic things required to be a functioning, operating technician.

Put it into two units of one year each.

Taught it in community colleges and industry.

Used CETA eligible individuals and underemployed company employees.

The model was successful and can be expanded to train for all aspects of the electronic industry. This will allow linkages and continuing education for the maturing population which needs the training. Especially if it can be linked into four-year degrees. Industry can no longer sit back and wait for the schools to deliver people, and the schools cannot assume that everything they deliver is fine.

There is an absolute requirement for the three parties in this partnership to work together in equal roles:

Employment security has to be a part of this in terms of assessing and keeping the system advised of the supply and demand in the equation.

The community colleges and universities have to be kept advised of changes in technology.

Industry has to be kept advised of the needs of the community colleges and the universities for resources, for the changes in technology that industry produces.

Government and legislature have to be kept aware of the urgent need to keep our population, our people, up to speed and the investment that is necessary.

Speaker - Larry Henderson
Personnel Superintendent - Trentwood
Kaiser Aluminum & Chemical Corporation
Spokane, Washington

S U M M A R Y O F R E M A R K S

I want to share some thoughts with you. Those thoughts to involve some of the general philosophy that maybe business and industry has, not just Kaiser, but other companies as well. This is -- if you are not gaining, then you are losing. Right now we are not hiring a lot of people. We are modernizing our facilities. We are investigating some physical resources. We are investing in robotics and automations. One of the investments that we are making is that of training to bring the skill level of the people that we have up to the level of those modernized physical facilities. In order to do that we have to seek some outside help.

One thing that made the paper was how much money we spent on physical resources. We are also spending money on manpower resources as well...and that is to get some training. Hewlett-Packard has been involved in a program with Spokane Community College District 17. It is an in-house training program where the curriculum is actually brought on-site, and they are training electronic technicians. We talked earlier about the importance of bringing up the skill level so that we can meet the challenge of those high technology jobs.

I'd like to read a statement here from the division manager for Hewlett-Packard. He said, "In our experience the Spokane Community College three year electronic technician program is the most outstanding program in the Western United States. The graduates of this program are higher technically competent than we have ever expected or experienced in the past. This three-year program is designed to create an industry-type environment focusing on electronics which produces a graduate capable of becoming productive almost immediately."

We've found, and I think it is indigenous of the statement of the gentleman from Hewlett-Packard, some of these students we have had from the community colleges were able to hit the ground running. They come in with some skills that we can utilize fairly quickly.

Last Friday early in the morning I attended a meeting at Community College District 17 with some of the personnel people from the area. They were going to bring in management consultants to conduct a series of training for people in the area...management people...as some of the firms alone could not afford to bring all the high-powered, talented resources needed to bring management skill up to speed.

One thing that permeated the entire meeting was that we cannot afford the number of programs that we had before but the ones that we are going to get involved in are those that have an impact on the bottom line. By the time we left that meeting, we all had locked our arms and were convinced that where we were going was in the right direction.

In addition to the blue collar worker and management training, we are involved with cooperative programs which students of the community colleges can be involved with. We have taken the posture, with many others in industry, that we have a social responsibility to participate in cooperative education programs. We have a media center with students working on the videotape desk. There is a rolling mill that is taken apart once every 30 years and hopefully every 50 years from now on. We videotape taking that piece of equipment down and putting it back together again. It allows us to contract with six students who are in our facility all the time to videotape the process. They are helping capture some of the technology we will lose from those persons who are leaving our work force since this happens only once every 30 years. Also, we won't recreate some of the problems we have had in the past.

Another example is that we found sometimes in recruiting we have a difficult time explaining what happens in industrial or manufacturing groups involving engineers...design or whatever. We put together a videotape, and I would like to share that videotape with you. An excellent job done by community college students.

In conclusion, one thought that I have is that many industries are in sort of a toe-to-toe slugfest against double digit inflation and we can use all the friends we can get. I hope my partners in education and government won't stand on the curb saying, "Boy, you're in a hell of a mess." Quite frankly, if I'm in the middle of a fight, unless you help me, you are part of my problem.

Reactors - The Honorable Delores E. Teutsch
Representative - 45th District
Washington State House of Representatives

Nelson Groute, District President
Spokane Community College District

Summary of Remarks by Delores E. Teutsch, Reactor

I would like to complement you on holding this conference. It's important I think for community colleges to develop partnerships with business. Because frankly, all of higher education is facing probably the most challenging situation that you have ever faced in the State of Washington. And I won't give you the exact figures, but yesterday I tested what I thought my guestimates would be for the revenue problems that we have in the state, and if the initiatives pass that are on the ballot in November and the taxes that we have put on are taken off, the sales tax and food and other areas, the amount of revenue that we will be short in the next biennium equals the appropriation for higher education. So you need your friends, because I've been doing some research to see if there is a court mandate for higher education. There's a court mandate for K through 12, for the prisons, for some of the social services, but there's no mandate for higher education. The mandate must come from all of us that we are going to grow as a state and we're going to have skilled and well prepared workers. And that's why I applaud you for this conference, because you're making a very good first step. We can't do it alone. We can only do it together, working together for a common goal.

Now, in listening to the comments of John Vicklund, I think he is excellent in stressing the responsibility because it's not any one person or any one agency, it's the cooperative effort working towards a solution. And I believe that electronics can be the catalyst that can create the vitality that we need in the state. But recognize that when you develop this cooperation, you must also develop that cooperation with the community because it's even more than people and well-trained people. It's also the availability of land. It is the acceptance of the community of a new business moving in for the potential of rezoning. And that's all of us working together with our neighbors saying yes, we need this. This is the cooperative effort. This is the cooperation between business, the community, and government and all of us.

I think it's important that in higher education you step out of your ivory tower. I would like to see that ivory tower turned into a communication tower, one that receives and sends signals and activates and becomes a satellite that makes the things happen that we need for the vitality in the state. Because I'm going to be very candid. I don't think our legislature or our government has provided the leadership and the foresight that we should to build a strong state. And so if your political leaders are not willing to do that, then maybe it's the education and the business community that must join hands to take some of those risk-taking ventures to make our state competitive with the other states in the nation; if we're not careful these businesses that we have now are going to be moving to the south, to the OPEC areas. So we

have to have something that makes us better. And always in the past what's made us better have been the people - a well educated, productive work force full of incentive and eager to work. I believe we still have that. But there's been a very dangerous word that's crept into the vocabulary of many legislators this last session. When they're talking about an education, they talk about "a subsidy", not an "investment".

Now looking at the video film, you can see that people are the investment to have a well trained work force. And I would also like to emphasize, that you please note that there were women engineers. As I see the cutbacks in funding, I see many of the programs that affect women and women programs, parent education, childcare, all the arenas that have allowed women to step out and be very productive, equal members of the society, are being cut from the community college system. Then I say it's very important when you develop cooperative business education that it's sensitive to the fact that it's men and women working together in a management position. Please, don't forget that.

So, to you, you are the decision makers. You're going to have to come up with advisory committees that are excellent, that are critical, that develop a curriculum that evaluate the instructors to make sure that any student that participates in that class is ready for the job. Because you are really judged by your failures is the one that the legislature points to and says "Ah ha! How can we fund that program. Joe Blow down the street, you know, he was a graduate, he couldn't get a job." So you must be geared up to the very best of your capacity. And to do that means that you're going to take a certain amount of criticism. Listen to business and what they have to say because they're the ones that are hiring. And if you don't have someone that they're going to hire then the money was not well spent.

So it will be fun. I'll be watching you. I wish you lots of luck. And I'll be there on the sidelines cheering you on, but I want you to know that the whole vitality of the community college system is at stake and these efforts in cooperative education are vital to the education system.

Summary of Remarks by Nelson Grote, Reactor

In regard to this panel, I think it's important for all of us to know that the topic of the day is a highly significant topic being discussed as a relevant subject across this country. Many of you may not know that there has been recently appointed a national advisory committee to the Secretary of Education at the United States level supported primarily by ACCT, which is the Association of Community College Trustees.

Mary McKinley, the general chairperson this morning, is one of the representatives from Washington on that national advisory committee. And it has already met it's first time and on a national level it's looking at the whole question of business and industrial relationships and partnerships and will be advising the Secretary of Education and the President of the United States. The ACCT also has a major project this year which they call BICS, which is really the acronym for Business and Industrial Council. This is a national program sponsored by our trustees. It's an attempt to tie into the President's program on private sector initiatives. And we have committed ourselves. In fact, the date has been set for October 5th for a business and industrial council meeting in Spokane. These are programs that will be occurring all around this great nation during this coming year.

It's also interesting to me to know that Council for Advancement and Support of Education (CASE), which is the acronym for one of the national professional associations, professional associations, the whole theme of building relationships between business and industry.

The AACJC, which is our national association for community colleges, has adopted a theme for our next convention that has to do with high technology and the relationship of business and industry and the development of human resources.

So it's highly significant that this meeting is being held in the State of Washington at this time.

The community colleges do not take lightly the name community in their name. It's more than just an accident. It's a central and integral part of our philosophy that we really believe that we are a part of our local community, that we are obligated to serve that community. In fact, the statute in Washington is unusual in that regard in that it talks in terms of serving the students and the community. We are tied very closely to our community and we have been tied historically to the business and industrial community.

We're very proud of our vocational technical programs that are part of a comprehensive community college system and individual colleges. We are going to have to come up with new delivery systems. I believe we are doing that. I believe we are exploring possibilities. Contracting was mentioned today. That's certainly one of the mechanisms that we're beginning to use in Washington and around this country. It may very well be the new dimension of community colleges nationally and that is the whole development of contracting.

The Senator this morning mentioned that he felt that no single institution, especially the community college because of the fact that we are not authorized to grant bachelor's degrees, probably could meet the total needs of high technology. Most of us would agree that we could not meet all of the needs of the high technology industry. And he also mentioned that he thought that it was going to require a partnership most likely with public and private colleges and universities. While I cannot make a full announcement on this subject, I would like to at least indicate that the colleges and universities, both private and public, in District 17 are well into the development of a (consortial?) project that will in fact serve the high technology industry, not only our current high technology, but be a very significant factor in bringing high technology into eastern Washington and into the State of Washington. I believe that it may very well become a model, hopefully a model for the State of Washington at a time when there is a high expectation placed upon all public agencies to learn how to work effectively together to benefit the state and the nation.

In summary, I would say to all of you that are not a part of a community college, but I'm sure all friends of ours, that in my view the community colleges in Washington are a tested and proven delivery system. We've been in the business of providing not only preparatory training but we know something about retraining - preparing people for job mobility working with both large and small industry and business. Hopefully we also know something about productivity and profitability and can fully participate in the economic development of Washington and directly involve ourselves in attracting new industry to the state, especially the clean industry or the high technology industry.

I hope we're viewed as a part of the solution and not necessarily a part of the problem. I believe that the community colleges are uniquely qualified to help address the human resource problems of the state and that we're uniquely qualified to address the economic problems of the state. I would hope that with the wisdom that we can draw from business and industry and with the support of the legislature that we will see perhaps a new, if not a changing role, for the community colleges in the next biennium.

Thank you very much.

SESSION II - "Cooperative Programs in Washington Community Colleges/
Business-Industry Connection"

A U D I E N C E R E A C T I O N / E V A L U A T I O N

Question 1. Do you agree with the concept of linking community colleges in cooperative programs with business and industry?

65 answered "yes"

If not, what are your main objections?

- * We need to carefully assess the relative value of community colleges vs. Vocational Technology and four-year extension programs or continuing education programs. Available resources, not identity, must decide the issue.
- * There must be controls to prevent the Legislature from avoiding its legal responsibilities.
- * Improve job placement for community college student. Improve direct response-line by community college to industry needs.
- * Business and Industry need a method to influence curriculum building and course contents.
- * Reservations: Industry often want training and over-supply. Community college should be careful to provide education that allows mobility - intermediate/introduction - in occupational areas. We must be careful that we are not coopted into providing low-wage workers.

Question 2. From what you have heard today, do you see any specific implications or opportunities which the community colleges could begin to explore with the possibility of developing the near future or with long-range planning?

Short range: Identify needs and deficiencies in the labor work force and strive to adapt curriculum to accomodate.

Specific local job training requirements - Industry supports financially.

Work with private industry and educate the politicians of the realities of the people in need.

We need greater help from industry in community college advisory committees.

Communication and cooperation with industry as to programs and for classes to be held at industrial plants if better for participants.

Question 2.
(cont.)

Direct cooperation program with industry with community.

Close cooperation and coordination with all community interests.

Start with existing industries and businesses and assess present needs for training new workers and for upgrading.

Closer communication and cooperation with business and industry in lobbying legislatures and job training.

The very process of determining what the local area needs are is in itself a skill which should be initiated by the community college system.

Better specific definition of needed job skills on industry wide bases.

Differ from community to community.

Assessment of labor market needs.

Make people trainable so they can vote with their best.

I think we have been participating, I don't think the speakers were aware of our efforts.

Evaluate curriculum and labor needs in the area.

Close working relationship between the community colleges and the business as reflected by the Eldec Corporation.

Individual community college cooperative programs.

Better counseling for women students

Discuss both local related industry, solicit comments. Form advisory groups.

Identify existing business resources and needs for training and funding.

Get rid of "dead wood" obsolete programs to have funds available for need-meeting in the changing demand.

Faculty and administrative personnel exchange.

Question 2:
(cont.)

Work with small business concerns contractual instruction.

More work study programs.

High technology programs developed in the community college and other areas of business.

Continue with workshops and establish target dates for implementation of agreed upon objectives and goals.

Cooperation with local business and industry to design curriculum suited to their training needs.

Students/classes helping develop and produce general or specific economic development/promotional brochures.

The limitation of funds we are experiencing demands that work harder to be innovative in solving our problems.

I do not know.

Retraining efforts for laid-off.

What training do people need immediately?

Counseling, in-service training for existing programs.

Yes, immediate forecasts for planning and business and government to develop instant training for new business.

Begain improving communication with business.

Develop one system (education).

Certain tailor programs to current and developing job requirements.

Long Range:

Be anticipative and react as far in advance as possible so that a "lag" in the labor force in satisfying needs can be minimized.

Political action to improve funding based on performance.

Cooperative efforts in Industry categories through state-wide programs.

Developing programs involving business and industry, thru funds - leadership in development of a finer community.

Question 2.
(cont.)

Community college representation on the state committees and councils working on economic development. Be sure our state-wide survey of educational programs is up-to-date and accurate.

Keep cooperation and synchronization between those who need training, education system and job marketing requirements.

Closer communication and cooperation with business and industry in lobbying legislatures, and job training.

A negative implication is the possibility of over-emphasizing vocational training at the expense of the academic programs.

Determination of economic division, goals and programs of public bodies and programming for necessary labor skills through permanent, full-time partnership in such planning.

Work more closely with industry on strategic planning (long range) pertaining to future skill needs.

Direct involvement in economic development activities.

Need to work at K-12 programs, high school _____ programs in particular to provide continuity in training and sharing of programs and facilities.

Clarify in the minds of the public (legislators) that training is continuous - not a one time shot. This effort requires cooperation.

Curriculum and program change in response to industry needs - 5 year projections necessary.

Work for forming cooperative relationships with other community colleges.

Develop on-going working relationships for training based on industry needs.

Educate our legislatures - re-structure the community college system to include more flexibility.

Joint funding of production/training facilities or of service/training facilities.

Work and industry for special training media training programs.

Question 2.
(cont.)

Cooperative 4-year degrees with private and public universities.

Develop with 4-year colleges the continuing high technology programs and in international business.

Develop overall scheme for state of Washington to provide training for employment needs targeted for the future.

Hopefully, community colleges will actively work with existing manufacturing firms that are not high technology.

Build programs to needs of student population as evaluated regularly.

We need to plan the necessary retraining of instructors. As important - working with K-12 to assure that enrolling students are capable of going directly into college level programs.

Right now, I think we do not have the ability to make long range forecasts - this is especially true in laws like these.

Upgrade training; entire-level training developing new curriculums.

Review and reconstruct vocational education programs.

High technology training - even to three year courses, perhaps broken down as described.

Demonstrate responsibility - get union under control (out of education).

Develop a structure for flexible delivery and training.

Seek out the high technology industries both large and small and develop cooperative programs to train and retrain the working force no matter what the level of education of that working force.

Question 3. To help build cooperative programs between the community colleges and business/industry, would you be willing to work with a representative group to explore ways to form such cooperative programs and liaisons?

55 answered "yes", 4 answered "no".

Question 4. Do you have any specific suggestions as to how such programs should be developed and how such groups should be formed?

Work with industry associations or single large employers.

Programs should be "locally" developed with national and state needs in mind - use the word community by using local individuals to develop a kind of support which will help to have support at the state/federal level.

We need to get off the idea that training can be done only in two or more years. Let's get going with short-term training with advanced layouts of high training.

Excellent idea to have legislature the reactors - one way to get them to attend such conferences as this one today - smart planning.

Most communities have individual development councils or equivalent. These provide mechanism for more cooperative effort in these locations.

Cultivation and top caliber leadership in service clubs - industrial business and community well being. Lack of good communication is a major stumbling block in the understanding of the complex situation.

No, except that those who work with vocational programs in the community college system should be involved. Follow the lead of the Puget Sound Electronics Training Foundation. It would be good to start now on a statewide request for equipment which could be pooled and dispensed from a central point. This would avoid competition between dozens of schools and would save industry and business dealing with dozens of requests. Use advisory committees now in existence.

Should involve labor and management in business sector.

Thru advisory committees, thru cooperative legislative work.

Yes a "customized" training program should be developed.

Follow the steps outlined by those who have already successfully implemented such programs.

I would be pleased to discuss a Chamber of Commerce project to explore this idea of business, community college partnership.

Question 4.
(cont.)

Probably, but not in such a small space and not without additional insight into current roles and responses in relation to specific goals to be addressed, especially on state-wide basis. On individual community level approaches and methods will differ by community.

Seems likely that the present FTE structure is a good model to follow.

North Carolina model. Need a state policy that provides a conceptual framework for cooperation. Does Washington state have policies on economic and human resource development.

As a member of the general advisory committee we are working on this. Maybe externships would work.

Companies need more stable training and personnel policies. With each company change in policy or management it requires the negotiations with them to begin again at ground zero. Legislators also need to provide more freedom for community colleges to operate rather than continue to impose more restrictions upon them.

Continue and expand on what is now being done by Eldec Corporation and the community colleges.

Develop the program and the curriculum as a joint venture. Continuously evaluate the effectiveness of the program at the curriculum.

Be willing to ask help from any group. Offer some incentive to all participants. Set some immediate, simple objectives to start out with. Let group decide priorities. Allow wide choice of topics, problems, solutions.

My office has a program to help women enter jobs held primarily by men in the trades and labor occupations. That now also includes technology occupations - I am responsible for this program - and I need more information about the vocational education available through local community colleges.

Board of community colleges should appoint a committee task force with business leader as chairman to develop group within District. Committee should include business leaders-4, faculty-2, administrator-1 (appropriate discipline). Reports directly to board with recommendations.

Groups formed on regional basis under sponsorship of Employment Security and/or Commerce & Economic Development. Liaison with industry specific organization, i.e., electronics, pulp & paper, include the industries which are laying off workers.

Question 4.
(cont.)

Start with general advisory committees to include: chamber of commerce representative, county commissioner, city council member, business-large (two representatives), business-small (two representatives), utilities companies. Develop a "hit": list of businesses that needs training. Identify training needs, determine delivery system, establish "track" record, seek new industry to area. Identify long range planning for total living and learning.

Start with the chamber of commerce and measure up the corporation or companies in the area and appoint the ones who are willing to work with the upper education system, but the colleges and all should come up with the workable format.

In some areas, state and local government seem to develop an adversarial relationship with business. Educators may be able to become a catalyst for a three-way partnership.

Use chamber of commerce as resource/link to state support and encouragement.

Industry should be willing to support the community college programs by scholarships and direct funding.

Perhaps community colleges should be approaching such industrial groups to same as the catalysts for some programs.

I think you absolutely have to start with good advisory committees from business and industry. Also we have to listen to them and adjust to meet the needs of industry.

Each community college should have a research effort to identify job trends in specific terms; identify training needs; upgrade curriculum. Our facilities need to work in industry, therefore, we need education/business exchanges, we need equipment. I cannot see new programs without money. Business must be willing to use equipment or allow training on their facilities that include other than their employees. Washington has a strong cooperative education program within community colleges, but, many are 100% federal funded and this is the government's last year in cooperative education. We need lobbying on federal level and - start now to plan for an alternative cooperative system. Divise a stronger management training program at community colleges. Companies cannot afford \$500-\$700 training sessions, sending local companies to four year schools loses us strong business support. Yet, our community college business programs are often geared to just post-high students for entry level positions. We need extra support to devise sophisticated, short-term inexpensive training. A management foundation such as Puget Sound Electronics Foundation could help.

Close cooperation on personal basis with individuals in personnel sections of local industries.

Question 4. Community colleges, four year colleges plus legislation get your
(cont.) act together and push, sell it everywhere.

1) Legislate one system for training, 2) get the legislature to
front some money to tool up a flexible system for delivery -
quick response.

"PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT"

August 20, 1982

Participant QuestionnaireSESSION II - Cooperative Programs in Washington State -
Community Colleges/Business-Industry Connection

1. Do you agree with the concept of linking community colleges in cooperative programs with business and industry?

yes _____ no _____

If not, what are your main objections?

2. From what you have heard today, do you see any specific implications or opportunities which the community colleges could begin to explore with the possibility of developing in the near future or with long-range planning?

short range _____

long range _____

3. To help build cooperative programs between the community colleges and business/industry, would you be willing to work with a representative group to explore ways to form such cooperative programs and liaisons?

yes _____ no _____

4. Do you have any specific suggestions as to how such programs should be developed and how such groups should be formed?

Name (optional) _____

Affiliation _____

Business/Industry _____ Education _____ Labor _____

Government _____: _____state _____county _____city

_____legislature

LUNCHEON AND KEYNOTE ADDRESS

- Host - John N. Terrey, Executive Director
Washington State Board for Community College
Education
- Presider - E. Anne Winchester, Chairman
Washington State Board for Community College
Education
- Speaker - Richard T. Schrock, Director
Washington State Department of Commerce and Economic
Development
- "Economic Development and the Future of Washington
State"

LUNCHEON AND KEYNOTE ADDRESS

Host - John N. Terrey, Executive Director
Washington State Board for Community College Education

Presider - E. Anne Winchester, Chairman
Washington State Board for Community College Education

Speaker - Richard T. Schrock, Director
Washington State Department of Commerce and Economic Development

"Economic Development and the Future of Washington State"

Summary of Remarks by Richard T. Schrock

What I want to talk to you about today in depth is high technology and industrial development. At the end of last year Governor Spellman proposed to the legislature a program to stimulate job creation. And a major portion of that program dealt with industrial development. We were successful in persuading the legislature. A number of them are here today, and I have to commend them for the courage that it took to accept and adopt our program and the funding for it at a time when tax dollars are scarce, particularly for new programs. We were successful in persuading the legislature to accept a first time effort in the history of the state to go after new industry. And it is involving an expenditure of half a million dollars. For the first time in the history of this state, we're actually going out and banging on doors of industry throughout the United States and throughout the world saying that the state of Washington is a good place to do business. Bring your business to Washington the state.

That's our theme. It's a marketing effort. Pure and simple. That's what it is. It's a sales campaign. It involves many of the sales techniques that the real estate industry and other are familiar with in detail. We're advertising, first and foremost about the state. We're telling about our state's many assets.

Developing a market strategy.

Characteristics of desirable industries to the state (and every other state in the union)

- commonly termed "cold industry" or nonpolluting
- job intensive (where investment bring a number of jobs with it so that the resources that the industry uses are cost effective in terms of the economy).
- attractive
- provides social benefits to the state.

Which industries are we really after? Building on what is already here?

- electronics (many types of manufacturing)
- aerospace (Boeing and its suppliers)
- materials manufacturing industry
- biotechnology

- biomedical instrument manufacturing
- manufacturing utilizing agricultural production capacity
- creation of new industries to process food products
- warehouse and distribution industry
- research and development

Message directed to...

- companies and executive officers located in California, Texas, Massachusetts, Connecticut, New York, Minnesota, Missouri, Illinois, British Columbia
- Representative of industries where growth and new jobs will be created and companies that are in the forefront of their field.

National advertising...

- national publications - reach 33.5 million business executives
- trade publications
- direct mail
- trade shows

(Showed the audience a slide show of state's representation to prospective clients)

What are the results of this marketing strategy thus far?

- Begun in May of 1982 we have been contacted by 30 companies. Six considered "hot" prospects for locating in Washington state.

What are the state's strong points?

- Productive work force - 2,000,000 workers rated at 20% above national average in productivity.
- Fourth in nation in terms of residents with more than 12 years of schooling...3/4 of adult population has equivalent of high school education.
- Efficient transportation system
 - 72 open harbors and inland river
 - 3 international airports
 - network of modern highways and rail system
- quality education - 21 universities and four-year colleges, 27 community colleges
- technical infrastructure which is excellent-ability to service growing companies in the specific industry, i.e. instrument manufacturers and electronic component manufacturers.
- moderately priced energy in comparison to the rest of the U.S.
- quality lifestyle - meaning workforce which is stable, does not move around - likes it here and stays here.

What are the state's negative aspects?

Developing an economy or business climate to allow this state to be attractive is necessary to product development. Needs to be predictable and stable.

- Last two years with tax increases, bond rating drop due to WPPS, interest rates in state, unpredictable future in education, etc. and areas necessary to economic development.

-- Heavy competition from other states offering education centers, micro-electronics, biotechnology, research facilities, etc.

What is the state doing in this area?

Governor has formed a Tax Advisory Council - their work is underway to make a recommendation that gives us a stable tax structure.

Education - 3609 Commission - made up of 13 members, chaired by Mr. Haley who is here. They are looking at the entire education structure and will report to the next session of the legislature.

Governor forming Governor's Committee on high technology training and advancement made up of 28 members of which I'm the chairman. The members will come from education, labor, business and government.

It's purpose is to look at entire need to train people with those kinds of skills that are going to be demanded in the technology intensive future that we face. To come up with a plan to present to the legislature to have a product to offer prospective employers coming into the state.

We have some environmental problems in this state and some laws that are cumbersome. This is being looked at.

I am sure that other things are happening. We have a lot to be proud of a lot to build on, but we can't let any time waste. That is a very competitive world out there. There's a lot of people that want these jobs and if we don't go after them, somebody else will. And we have got to have a product that is competitive. I hope that we will provide those resources that will make that happen.

LUNCHEON - KEYNOTE ADDRESS

A U D I E N C E R E A C T I O N / E V A L U A T I O N

Question 1. Do you agree generally with the picture of Washington state's future as outlined in today's presentation?

37 answered "yes", 4 answered "no"

* A bit rosey - but can be done.

* Yes, but must work on shortcomings - excellent slide presentation.

* More community college presentation.

Question 2. Do you think the future depends on state legislative remedies?

22 answered "yes", 8 answered "no"

In what areas?

* Leadership and funding.

* Funding - empathy with the higher education system.

The legislature can be creative about providing leadership and a vehicle for change.

Tax structure - support for educational opportunities.

Positive images...the republican administration has had a very negative cut...cut...cut...without looking at good reasons. Government is not necessarily bad.

Overhauled tax system - streamlining of our state, initiative system.

Tax reform, state employment policy - education policy - water/sewer - road repairs. Policies regarding county's growth allowing county's more authority.

Need for positive information - leaderships.

More support both dollar-wise and from legislative advantages.

Taxation.

Taxation - must broaden the tax base to provide more stability for state funded programs.

Restructuring financial organization.

Question 2. Tax stability; higher education funding support; ability of
(cont.) state to fund education of labor skills for specific firms
prior to industry location, as an industry location incentive,
as well as, educational tool.

Funding.

Tax reform, stronger support of educational systems.

SEPA

They must support, through funding, the states movement into
attracting industry.

Tax base - supportive, encouraging occupational qualities.

Taxes, image, bond rating, predictability and stability that
Dick talked about.

Adequate and stable funding for education at all levels.

Solid tax base - commitment to education.

Funding for education and social services revised, progressive
tax system.

Revision of tax system.

Economic development - job - employment bills complied with
retraining.

Taxation and financial support of the community colleges.

Get unions under control - get spending under control - reduce
government.

Job related areas in a multicultural society.

Leadership - directism - funding

Instituting taxes and fostering training programs for future needs.

Taxation reform - commitment to fund better education.

In the area of legislature, recognition of the importance of com-
munity colleges and its role in the state which includes funding
and flexibility of local control.

Provide flexibility in funding for community college system.

Adequate funding of quality education.

Question 2. Fund vocational programs.
(cont.)

Up to state voters.

It is going to take more than the legislature to resolve the future economy of Washington.

Taxes and stable climate to attract and drive bottom line.

Revising tax base.

Question 3. What role do you think community colleges should play in the future of Washington state's economic development?

Political activity to improve training of labor.

Training and education of work force - technical - also humanities, arts, etc.

Update our vocational program by receiving funding from state revenues and the private business sector.

Maybe something like the role played by the North Carolina community college system.

They ought to be the primary provider for training, retraining growth of employer in this state.

Education, training, skills need assessment - job training needs assessment.

Work as partners in training to satisfy employment needs. Continue to provide those courses that enhance individual development. Continue to provide community services which make Washington's communities attractive and therefore attractive to industry.

Play more active role in formation of state policy. Work toward tax reform. Steady career ladder concepts in service area, since most of our community college students start in or remain in deadend service jobs.

Needs flexibility to respond to local needs and programming. Is the mechanism to work with business/industry in training, retraining, upgrading. it is a resource, not a liability!

A constructive presentation - need for a "go forward" movement in communication - start telling the program.

Provide necessary skill training for industry needs.

Education and training.

Major role - if funded to do so.

Question 3. Direct and active participation in identifying future industry labor skill needs and in developing applicable and responsive programs.
(cont.)

Primary trainer of the work force.

A full one third partner with private and public sector (as education).

1. Training for industry needs; 2. an attractive educational component to serve all educational needs.

Vital in occupational/supplemental programs; contract training.

Training programs for special industry needs as well as, occupational areas.

Provide trained people.

We are ready to be the delivery system for training and retraining.

Frontal attack position - diversified curriculum offerings.

A partnership with business and government (how about North Carolina's system; presumptive training resource)?

A primary deliver of education.

Without an adequate educational system, we will not attract economic development of the calibre we wish.

As a primary delivery system.

Training and retraining of future employees.

Retraining - training for new industries.

Aggressive leadership, lobbying.

Respond to the needs of business and industry. Prepare people for employment.

Resources for basic skills and job skills for all.

Central through absorption of CVE and VII.

Prepare the work force for a new economy.

A role similar to North Carolina - as primary deliverer of education for economic development.

Training.

Question 3. Training and retraining - this includes the "academic transfer students"; they, too are entering a vocation.
(cont.)

Education and training.

Provide planning for labor needs, some of training.

Plan vocational programs.

Job training - in service upgrading.

Create not only worker skills, but enthusiasm/work ethic attitude.

Help provide trained and retrained people to fill the jobs with qualified or qualifiable candidates.

Training, meeting, business and industry needs on their terms.

Technical education and transition to higher education.

Training workers.

Question 4. Do you see a larger role for community colleges in the future than now exists in the state?

42 answered "yes", 2 answered "no"

Question 5. What specific suggestions would you make for community colleges in the state as they plan for the next five years economically?

* Flexibility and determination.

* Tell your story of the successes, quicker responses to changing needs in our society (women and other older students returning for training and retraining, etc.).

* Working relationship with the state legislature, local government and business and industry community.

* First they have to figure out what is going on now.

* Cooperate with the private sector - use the technology to our advantage and the advantage of our clients.

* Review needs for training/skills by private industry. Learn to react faster to private industry needs.

* Hire Larry Blake to develop a program for business - education partnership and sell it to legislature. Go to industries and set up training programs with them. Establish close communication with department of economic division. Strengthen counseling function and tie it into the state's employment security system so that there is quick, relevant information sharing to permit more responses to real and current needs - not those of two to five years ago.

Question 5.
(cont.)

There needs to be more flexibility in hiring and administering the labor pool in community colleges.

- * Study service industries carefully - as high technology jobs. A statewide study effort to detail what specific medical technology jobs will be where in the state, then divide training at appropriate economic development regional treatment center for expensive training as medical technologists.
- * More local autonomy. Do not take community out of the community colleges. Use community college's to provide services and training as well as, academic two-year programs.
- * Fund at a higher rate in order to keep current state - of - the art and encourage business/industry cooperation with community college system to help bring about options at local level are too limited with increased responsibilities. State legislature cannot possibly be all things to all people of the state. Too many decisions are out of the hands of local government entities in the spending of public dollars. Forced arbitration decisions is an example of public expenditures being determined by non elected - not responsible to the local citizens.

Would support the excellent presentation.

Close cooperation with industry needs/skills.

Contracted enrollments - local options.

Current budget processes revamped - more autonomy to levy local funds.

Work out statewide basis with state OCED on labor retraining needs and state authorities necessary to develop efficient delivery system. On local/regional basis work/coordinate one closely with local private individual organizations as well as, public sector education planning effort to assure training and retraining needs are met.

Involve more grass roots portion of the public to become an integral part of the planning process.

Create foundations. Encourage more private sector participation. Use North Carolina mode.

Tell our story better and continue to work cooperatively with other segments of society such as business, etc.

More visibility in community in the vocational area. Need to be regularly working closer with those directly involved in individual development and vice versa.

Re-look the distribution of resources the system has already. Establish a system plan - apply the resources to the plan.

Question 5.
(cont.)

Build cooperation between community college and business/industry in all sections of the state.

Let the college President run the colleges - not the faculty or students - use the trustees and Community Advisory GPS.

Have community college people on critical state committees, be sure to include four-year colleges and universities.

- Accent accountability
- Be political
- Stress quality

Emphasize occupational education, supplementary/occupational education and cooperation with business and industry.

Find out the needs of industry.

Be able to use - users fees (tuition) beyond projected involvement for expansion.

Flexibility, ability to gear-up quickly to meet a training need. System is too slow and cumbersome now.

Improve credibility with business and government. Basket weaving and such courses don't provide good employees.

Open access, overall ongoing educational evaluation.

Combine all vocational technology under community colleges.

Zero in on job training without wrecking its other responsibilities; i.e. academic.

Study North Carolina's model and form coalitions with industry.

Work close with industry.

Prove they can deliver.

Increase utilization of facilities - physical, personnel, eliminate unnecessary solicit development funds for specific types of programs.

Unify vocational education under community college.

Get off comparing community college to four-year vocational technical institute schools and let them (community colleges) do the job. Cut down on nonsense studies.

Close cooperation with local industry - one-to-one communication between college people and local community people with emphasis on college's potential for providing training.

Question 5.
(cont.)

Eliminate "filler" programs after developing projection of future course needs and development potential of existing community college staff.

More vocational technology - eliminate competition.

Reassess program plans and consolidate to do the most good.

Be flexible, realize that times have changed - the "open door" is shut, and take our positive attitudes and help the state and its citizens.

Make sure you know what market is and will be for your products.

Base their programs on current needs - not traditional methods.

"PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT"

August 20, 1982

Participant Questionnaire

LUNCHEON - Keynote Address

Economic Development and the Future of Washington State

1. Do you agree generally with the picture of Washington state's future as outlined in today's presentation?

If not, what are your main points of disagreement?

2. Do you think the future depends on state legislative remedies?

In what areas?

3. What role do you think community colleges should play in the future of Washington state's economic development?

4. Do you see a larger role for community colleges in the future than now exists in the state?

5. What specific suggestions would you make for community colleges in the state as they plan for the next five years economically?

Name (optional) _____

Affiliation _____

Business/Industry _____ Education _____ Labor _____

Government _____: _____ state _____ county _____ city

_____ legislature

SESSION III

"A Successful State Model - North Carolina"

- Presider - Paul Thompson, President
Bellevue Community College
- Speaker - Larry Blake, State President
North Carolina State Department of Community
Colleges
- Reactors - The Honorable Max Benitz
Senator - 8th District
Washington State Senate
- The Honorable Dennis Heck
Representative - 17th District
Washington State House of Representatives

SESSION III

"A Successful State Model-North Carolina"

Presider - Paul Thompson, President
Bellevue Community College

I'm Paul Thompson and it's a privilege for me to be here, to be a part of this conference. I know that you've been looking forward to this session this afternoon because we've looked to this point basically at either the problems within the state of Washington or models that have been addressed within this state of Washington. This session gives us a chance to focus on a model external to this state, a model developed by the state of North Carolina.

Our speaker, Larry Blake, comes to us as the state President for the North Carolina Community College System. He's been in the state of North Carolina since 1979. If you look at the material that's been prepared for you about Dr. Blake in your folder, you'll find that his experience and background includes a considerable portion of time in this very state. He got his B.S. and Masters degree from the University of Washington. He did work at Highline Community College and Seattle Community College and also some work in neighboring states and in the Province of British Columbia.

I've participated in sessions in which Larry has been a workshop leader. I've read publications that have included works by him and there are numerous ones. I feel very fortunate to be in a position to introduce him to you today and to have him as our guest speaker.

I will also introduce our reactors at this time. They are representative Dennis Heck, who comes to us from the 17th Legislative District. He serves on the House Rules Committee, the House Higher Education Appropriation Committee, and is a Democratic Caucus Floor Leader.

Also with us is Senator Max Benitz of 8th Senatorial District. Max serves on the Higher Education Committee as Chairman and also on the Committees of Agriculture, State Government, and Transportation.

We will give those two gentlemen an opportunity to react to our speaker in a moment.

I want to just share with you an observation. My son when he was young one day came out of his room with a wastebasket over his head and was going to show us how he could make his way around the house. Well, he proceeded to run smack into a wall and I'm sure that metal wastebasket just rang in his ears. He pulled it off and he smiled and he looked at me and he said, boy, it's luck I had my helmet on. One of the things I think we need to take a look at is how many times we look at our surroundings with a helmet on and bump up against walls and think it's lucky that they're there, rather than bump up against the walls and break them down and look at new ideas and be receptive and responsive to them. Today I'm hopeful that we all have our helmets off and that we're listening carefully to a model that I think has been successful and that could give us some sense of direction as a state for the future.

With that, Larry, would you present your model?

Speaker - Larry Blake, State President
North Carolina State Department of Community Colleges

EDITED REMARKS

Thank you very much. It's a pleasure for me to be back in the Pacific Northwest and not to have my feet wet or anything like that. I understand that it rained overnight, but not during the day. Actually I found out in getting to Raleigh, North Carolina it rains 50% more during the year than it rains in Seattle. And my friends there tell me, "boy, aren't you glad you're out of the rain". But they know how to do it. It's an inch in four hours or two inches in 24 hours. They get it out of the way and then it's fine thereafter.

It's my pleasure to come and talk to you about some things that I'd like to take a lot of credit for but I really can't. The North Carolina Community College system is some 20 years old and has been building in this manner for that period of time, and therefore my three-year tenure has just been to try and highlight and to strengthen it in some ways that I might do with the talents I have. One of the things that we have tried to do in my tenure is to really tighten our links with business and industry. And I think the three years have been fairly successful. One of the things that we often find with businessmen and with educators is that we don't talk the same language. And that's something I think we need to overcome.

It kind of reminds me of a story of a young, struggling artist in a community who is approached by a young matron who said, "tell me, how much would you charge to paint my portrait in oil?" And the young man though a moment and he said, well, \$1,000. And she said, "well, that's fine. Would you paint me in the nude?" And he stuttered and stammered a little bit and finally she said, "would you paint me in the nude for \$2,000?" And he said, "Well, yes, but I've got to keep my socks on, because I have to have a place to put my brushes, you see."

Now, quite often, that's the same way we approach business people. I've known for some time that educators think of the businessman as a heartless, profit-oriented, money-grabbing, insensitive kind of an individual not concerned about people. And likewise the businessman looks at the educator and sees an egghead who has never been in the real world, who has never made an honest dollar in his life and what do we have in common?

We find out in North Carolina we have a lot in common. And in fact it becomes a win-win situation. Now, I am very pleased that I am going to be upstaged this evening -- and I guarantee you I'll be upstaged -- by the Honorable Governor James Hunt of the State of North Carolina. And I expect that he will tell you more about the full partnership with business and industry and government, as well as education, including the university system--although I can answer some questions on that if you wish--but he can tell that whole story.

But let me tell of this dual partnership. And before I do, I want to also admit to you that even though I spent some time in this system and know Washington fairly well, it's been some time and I won't even promise to give you any advice, because I don't really know where you are right now and what your needs are and what will work and what won't work. So, therefore, I'll give you a case study of what worked in North Carolina and ask that you pick and choose from it to see what fits here.

To do so, I need to describe the system and then to talk about this partnership on the win-win side. What does business get out of it and industry? What does the community college system get out of it?

The North Carolina Community College system is composed of 58 institutions. It's the third largest system in the United States. Those institutions are so strategically placed across the state that there is a central campus within 30 miles commuting distance of 99.5% of the population. And then, of course, as you folks do, they reach out into the community into many different areas. Central Piedmont and our largest city of Charlotte teaches out of 264 different locations each year. So not only is the campus closely located, but specialized programs go out. We enroll about 610,000+ students a year. That's an unduplicated head count. That means that one out of six adults in the whole state take at least one course at a community or technical college each year. Our average age is 34. Our median age is 29. So it's a more mature population. 52% are women so there's a balance in that regard. In terms of minorities, our system enrolls about 2% higher than the state average of minorities. And most institutions enroll that or above the average of the minorities in their area.

In terms of program mix, we have 75% of our effort in vocational technical programs and upgrading programs. And only 7% of that enrollment is in college transfer. Another 7% is in adult basic education and that's one that we're concerned about. It ought to be higher. It isn't. However, in that area we do each and every year as a result of work at a community or technical college, those people who get a high school diploma or it's equivalent, 22% of them get it as a result of work at our institutions. And only 78% get it as a result of starting in kindergarten, first grade, and moving on up to graduation.

Now, of course, you know the south has a higher illiteracy rate than the rest of the nation, although not that significantly lower. So that's one area and that is having more and more to do with skill training and high technology training as we move into the future.

That's kind of the program then. In terms of working with business and industry, we find that we can almost categorize business' needs in three different categories. And those of you, Shirley Gordon and the rest, know I'm an engineer by training and trade and engineers talk in simple terms, so I get down to three.

First of all, a business or industry coming into the state has a first, a one-time need for a large number of trained people as they either build their plant or their business or rapidly expand it in an expanding industry. And that need is not duplicated then until another quantum jump is made.

Secondly, they need workers to replace those who terminate for a variety of reasons, to take other jobs, to leave the job market, to retire, and the like. And they also need a continuing supply of new workers for moderate growth. And we offer programs for that as well.

And then finally, and increasingly more important in our nation's economy today, they need upgrading and in-service training for their currently employed workers.

Well, taking those one at a time, the first one is probably the more unique North Carolina experience and so I'll take a moment on it. We have had what is called new and expanding industries program for about 18 years in the state. And in that 18 years we have said to business and industry when they come to the state, we say,

look, when you break ground for your plant, we'll start training your initial cadre of workers and when you're ready to open for business, we'll deliver them to your doorstep at little or no cost to you. And that's been one of the great strengths in trying to attract new industry in the state is instant raining response. Many people have told me well, why don't you train a bunch of tool and dye makers in Ashville and then when an industry comes along, you'll have the workers there. Well, I respond that you can't really stockpile people like you can logs. So this instant response has the ability, I don't care what the plant does, whether it's pharmaceuticals, auto parts, precision tools, or plastics, electronics, microelectronics, biotechnology, whether it's in Ashville, Raleigh, Pasquotank County or where, it works with that instant response mechanism.

Now currently, we fund, and this fund is at the state level, the rest of the funds for the program go directly to the institution, but this is at the state level where when a project comes up the staff in the central office, the staff from the local community or technical college and the business, the industries, people themselves work the program out, determine a budget and the program is funded from the state level.

In the 18 years that we've been in business we've run about 1500 different projects for 1200 different companies. And they encompass at least half of Fortune including one of the most recent ones, a consolidated diesel plant going into a very small, rural part of North Carolina. We will train 7,000 workers for that plant alone in the next five years, mostly in high precision tool and dye, C & C, and MC kinds of tools. Also, by the way, it's an interesting one. They're working on a quality circle process and so we're involving quality circle into the training of the workers for that plant. We've trained about 145,000 workers in those 1500 projects throughout the 18 years.

Then, the second part of it is fairly normal to your folks' programs. These are the pre-employment training programs of one or two years in length or longer if they're taken part-time. In this regard we offer 230 different curricula across the state from agriculture and accounting to x-ray technology and welding and every stop in between. Many of those programs are duplicated only once. Others, micro-electronic technology, 32 times and an associate degree in registered nursing, 38 times, automotive mechanics, 57 times, and the like. And the duplication builds that up to 1500 different pre-employment training programs offered in those institutions, enrolling about 110,000 people a year. And the mix, as it is in the state of Washington, is unique to that community. Marine technology is at Wilmington. Sawmill technology is at Haywood in the Appalachians and so no two institutions are alike.

In the third area, we offer to business and industry upgrading and in-service training for people whose jobs are changing so rapidly they have to get additional training just to keep a job, to get training to get a better job, or to get training to move into supervision. And I can't tell you the broad range of programs in this area, but we have 275,000 people who are currently employed and taking auxiliary training as they work. That training is offered in the plant, on the campus, in off campus locations. For example, when Burlington Industries, the world's largest textile industry, starts to modernize it's plant and get away from the looms and into the modern, automated situations, we've been gradually training their maintenance workers to get away from being a machinist and a carpenter and a plumber and be expert in pneumatics, hydraulics, and electronics. We do that in plant. We upgrade their workers.

So you can see the programs are matched to meet business and industry's needs at any stage in training development.

What do we get out of it on the other side? Well, we found this working partnership works very, very well. There are five different areas that I would suggest that we get out of.

The first one is credibility within the business and industry community. And I think that's critical. When you find some industry that's had a bad experience with a community college or hasn't had one, but has heard of it or the like, they don't listen to us, the hired guns, but they will listen to their own compatriots. In 1979, the fall when I first arrived in North Carolina the governor has a state advisory council called the Advisory Council on Management and Development. It includes the 20 chief executives officers of the largest North Carolina based corporations, Burlington Industries, a couple of banks, Piedmont Airlines, Duke Power, North Carolina Power, people of that nature. And that fall they undertook a study of the training that was available in the state to see whether or not we could meet the future training needs of North Carolina. We took a very in-depth study of the North Carolina Community College system and found out, in fact, that it was everything that we had promised it to be. But they found out an interesting fact not many of the business people really were aware of what was available in their own neighborhood. And so, they prevailed upon Governor Hunt to name 1981 as the year of the community college system with the primary purpose of making sure that the business and industry community of our state is well aware of this training resource. And, of course, the spinoff was that all the citizens of the state were well aware of the community college and became even more aware.

They did such things as have us of the local community college pictured on the front cover of every telephone book in the state. They ran management workshops for our public informations officers and our presidents using their skilled personnel. They ran a community college congress, a big state-wide meeting at which time Governor Hunt, and I'll mention this in a moment again, declared as a major plank of his forthcoming employment and training policy that the community colleges shall be the presumptive deliverers of skilled training in the State of North Carolina. In other words, if there is a training need, whether it be in the correction system, in social services, in business and industry, in training state workers, you look first to the community college in this community-based system and, only if they are unable or unwilling to do it, do you look elsewhere.

Now, that was the year of the community college system. We were featured in all of the slick publications from the companies telling stories about people who had gone to the local community college and what value it had been to them. As a result of that we also got some state-wide scholarships that we weren't really expecting. Wacovia Bank for the first time, I believe, in the entire United States contributed a scholarship program to assist our community colleges. Of course, they limited it to just those colleges where Wacovia had branches, but nonetheless, they gave scholarships, starting this year, of \$500 each and gave us a quarter of a million dollars endowed to be able to give those scholarships from now on. And then this also generated one of your fine corporations who has major holdings in our state, the Weyerhaeuser Corporation, to do as well for colleges and technical colleges in their area. And of course, Weyerhaeuser, as you know, always goes everybody else one better. Their's are \$900 scholarships. And they gave 22 of them and will continue to do that. So those kind of things came out of this year of the community college with the awareness of our system to the business and industry community.

So that is the key, that we can't get that total credibility until we get the credible leaders of the business and industry sector to tell our story.

Secondly, as you have here, they give us curriculum advice. And those 1500 different programs scattered across 58 institutions each have an advisory council or committee of from 7 to 12 people. Now, same as in Washington. Some of those work very, very well. There are schools that work superbly with advisory committees and some that don't. We're trying to optimize that by giving some workshops and some pamphlets and material as to how do you work effectively with advisory councils. But they're the people who keep our curriculum relevant in a rapidly changing society.

The third area is in equipment. It wouldn't surprise, I don't believe, any of the presidents here or the trustees, that when I came to North Carolina and traveled and visited all 58 institutions within the first 14 months the most critical need I saw was the quality of the equipment that we were training people on.

There were World War II surplus lathes. There were still electron tubes, vacuum tubes in some of the electronic training programs, a very critical need to overcome the neglect of the past decade or so. We determined that we needed \$32.3 million worth of new equipment just to get us up to the state of the art in the programs that we're offering now, not for any new programs, and went aggressively after this. And I'll mention that as a last element where business and industry helped us. But further when we went to the General Assembly, our state legislature, to ask for substantial amounts of equipment money, you always hear the murmur in the background, well, why doesn't business and industry help you? So we headed them off at the pass. Last summer, Governor Hunt and the chairman of the State Board of Community Colleges, Carl Horn, my boss, who is the former chief executive officer of Duke Power, just retired last spring, signed a joint letter to 5,000 businesses throughout the state, those that employed over 20 people. And in essence they said donate your equipment to us. Make sure you don't give us anything you don't want any future employee trained on, but donate it to us for a tax write-off. In eight months, we've gotten conservatively through our state warehouse, \$6 million worth of equipment, at present worth. And I estimate there's probably up to that that went directly to the local institutions.

Now, that didn't all go against the \$33 million, because it didn't contain all of the 'have to have', but a lot of 'nice-to-have' things. For instance, Corning Glass gave us 12 million brand new transistors, resistors, and capacitors which we can use in the training of electronics. Piedmont Airlines gave us their entire computer reservation system. Now, it's the teletype and they went to the CRT, but it still has some use for us. IBM gave us three truckloads full of furniture, drafting furniture, computer tables, and things of this nature. Data General gave us some computers and some computer tables and you can go on and on through the list. A unique one, by the way, in that regard, Burlington Industries has two surplus lists. They circulate first within the company to all of their plants, what is surplus in one plant. And then finally, if nobody wants it, they circulate it in the public. They put us on the first surplus list. And if no plant picks it up, we automatically have it before it even hits the public list. So those are the kinds of things where business and industry can help with equipment if we ask them for it. And of course, they've worked in many other ways. We've gotten a lot of cash donations. Eaton Corporation gave one college \$30,000 to set up an industrial maintenance program. That happens fairly regularly throughout the state. So that's a part of it.

The next one, second to last one, is in the instruction itself. And here we have asked business and industry to help us make sure that we get top notch instructors and that we keep them current. And they have worked with us in locating these people. In the new and expanding industry program, when we start that program, if we don't have an instructor, they'll loan us one of their own people during that phase of instruction. So they work with us very, very closely in that regard. More and more of them are accepting instructors back on a periodic basis for a work break to get back to the state of the art, say every five years, go back for three months and work in the plant. So that is now just starting really to happen. And in this regard I'll suggest, while you have your legislators here with you, a unique thing we just came across. We asked the North Carolina Department of Revenue about donations. Now, we all know that when you donate, of course, equipment, you can get a tax write-off. You get a deduction for it on both federal and generally on state taxes. But we asked them further what if you loan us a piece of equipment? Can we get a write-off on that? And they said yes. We'll allow that industry to write-off the rental rate of that piece of equipment, whether it is used in the plant or in the college. And so we thought that was pretty good. We went one step further. We said, what if somebody loans us a person? Can they write that off? And they said yes. If this corporation says to Joe or Sue, you go and work at X Y Z Technology for the next year. We'll pay your salary and your benefits, the North Carolina Law, will allow them to write off the salary, not the benefits. Now, we're just getting that out to our industries and I think that will help a lot in trying to tie this together even more closely. We asked the same questions of the U. S. Department of Internal Revenue Service and they said no. So, I think we need to get something done at the federal levels so that we can improve this situation.

The last area where we have help, very frankly, is in the lobbying process. We've gotten business and industry to understand our needs, recognize this win-win situation so that when we went to the General Assembly and asked for the equipment I can tell you that a number of industries when they hit the General Assembly and talked about their special needs in banking, in transportation, in energy, or in textiles or furniture, they also said, "by the way, the community colleges need equipment". And that helped a lot. In our biennial session just a year ago, although we asked for the whole works of the \$33 million, we did get \$12.6 million in a very austere year, not as austere as yours, but certainly one that has cramped the style in the State of North Carolina. And we fully expect a year from now to get the balance of it. It has been through this partnership that these things have evolved. So I would suggest that the partnership is a useful one. It starts with us talking with each other and understanding each other, understanding each other's needs and then talking very bluntly about where it might help.

I would suggest that as a result of this partnership and other things that are happening in the State of North Carolina that not only will we be able to maintain our ability to serve business and industry and economic development in the state into the future, but we will be able to do it in a more meaningful way. One of the things that people often ask me; they say, "you're pushing this business and industry awfully much. Is that really what community and technical colleges are all about?" And my comment is, "no, but the bottom lines match". And if I could put into one phrase what our system is all about, it is to improve the quality of life for the citizens of the State of North Carolina in all ways. But according to Maslow's theory, if you improve it economically for all, you have made a great jump. If you get somebody a job who doesn't have a job, you get them a better job if they've got a low paying job, you improve their housing, their nutrition, their recreation, and many aspects of their life. So we find it a win-win situation.

I'll just preempt Governor Hunt one thing from this evening and I think he'll mention it. At least he should, because he ought to be proud of it. In the 5 1/2 years that he has been governor, new industry has guaranteed the location of \$10 billion worth of new capital construction of new industry with 165,000 jobs. Now, I wouldn't say the community colleges did 90% of that, but probably 55 to 60% is due to us.

I want to thank you for the invitation. I hope these remarks might be of help to you as well.

Reactors - The Honorable Max Benitz
Senator - 8th District
Washington State Senate

The Honorable Dennis Heck
Representative - 17th District
Washington State House of Representatives

P. THOMPSON: Thank you Dr. Blake. At this time, I'll ask Senator Benitz if he'd like to make some reactive comments. If you'd like, you can do it from where you're seated.

Summary of Remarks by Max Benitz, Reactor

Thank you and good afternoon. It's a pleasure to be here. I start out by noting that in recent weeks I've had two appearances before community college personnel, the first one being the trustees in my own community and I was not received very well. And some of the news that I had, looking at it through the legislative eyes that I do, it wasn't very good. But then, a week or so ago in Spokane, I had the community college presidents. And I haven't decided whether they are just a bit more courteous or whether they are closer to the problem, but nevertheless, and then perhaps too, I can gain a little perhaps in diplomacy with some of the things that we need to be talking about.

It's very interesting; Dr. Blake has given us a real challenge on some things that I do want to talk about. I suspect one of the things that is bothering me the most is they're so far ahead of us and we in the State of Washington used to be regarded much higher and much further along than we are now. And I think I think there are perhaps several reasons for it. But overall, while I have an audience such as this, I think it bears repeating that perhaps community college personnel, our four-year institutions, and other state agencies are talking to each other more than they are listening to the people that are paying a sizable portion of that bill out in the country, the taxpayers.

I'll just use an example that I thought was very appropriate. Two weeks ago I attended the Tri City Cougars Club - boosters for the Cougars - in the Tri City area. About 200 people were in attendance, a very enthusiastic crowd. Dr. Carroll made wonderful remarks, dwelling on how we needed more money and "you should be talking to your legislators to get more money." As Blake has talked about here today, sometimes we tend to forget that the student that we're helping -- and it is a truly great service -- may have a change of attitude when he gets into the real world in a few years and is a businessman. Directly behind me at this Tri City Cougar Club was one of the best known businessmen in my community. Mentioning

it to him afterwards, he said he did not intend that I hear the remark - But after Dr. Carroll finished - and like most places, we were courteous - Gave him a nice hand - this businessman said, "you see, he's making a pitch for more money. No way. Times are tough and the only thing to do is cut hell out of them." And here's a man that is a supporter, but he's living in kind of a different world today. And that's part of what we face here in the State of Washington.

I want to note a couple of quickies here - North Carolina has had the system that they've had for 20 years. We've had the community college system we now have for about 15 years. And we still have a considerable ways to go. I believe that North Carolina has a single state agency for vocational education. Do you not?

L. BLAKE: No, not really. We have the advisory committee, but there's a state board governing the public school system and a state board governing the community colleges.

M. BENITZ: I think, and I will not dwell on it, but you do know the problem we have had in the State of Washington. We have had unnecessary duplication. We have been involved in legal actions with the Superintendent of Public Instruction's office and the State Board for Community Colleges, and there's real room for some improvement there.

North Carolina, with their new expanding industries program, certainly have had to sell that to the legislature. But they have results to prove it. And now if we're to start that, which I believe we need to start, we have an uphill fight simply because the tax dollars are very, very difficult to come by. For example, when he talks about the training of 7,000 for one company, the situation we have here in the State of Washington, no one group is going to get that, and you know and Dr. Terrey knows and the rest of us said that if you started that with the community college system the Vocational Technical Institutions will be in there, too. And so there is need for more cooperation and coordination.

One figure that he did shock me with a bit, and one which is needed, and that's about \$33 million for new equipment. You folks know quite well that much of your equipment is outmoded and outdated. It does need to be upgraded. But if you were to come to the legislature with a flat out request for \$33 million the way our economy is now for new equipment, I'd suspect you'd end up where North Carolina has, and that's going to the business world. And the \$6 million or whatever they have now is a sizable start and is one which needs to be promoted.

I think, further, in the State of Washington we have not put enough emphasis on our private vocational schools and training because the burden that we have is the taxpayers is still quite heavy when, as you well know, 23% of tuition and the rest is picked up by the taxpayers. We have many private vocational, educational schools, private vocational schools that do a good job and thus far they have not been recognized. I don't know what the situation is in North Carolina.

I was very interested in the loans of persons and equipment. I wasn't surprised that the federal government took the approach that they did, but apparently in North Carolina you have an income tax, and you can have the credits, as far as I'm concerned, if you have the income tax. But don't expect me to help you get an income tax. I just think the people in the State of Washington do not believe that an income tax is the way to go. The system we have, as many flaws as it does have in it, still did produce not too long ago a surplus of \$410 million.

And I really think that the people want us to continue to oh - patchwork here and there - do what we can. But I do not believe they're looking for a great overhaul of the tax system. It will be interesting to see what the Governor's committee come out with.

Now, if I haven't said enough to get me in trouble, I'd better quit while I'm hopefully ahead.

L. BLAKE: Thank you, Senator. Representative Heck?

Summary of Remarks by Dennis Heck, Reactor

I'm going to stand because I've been sitting all day and because I want to get out of arm's reach of Max. I think I'm going to spend my time reacting to him and not to Larry.

I don't know if it's to my benefit or not having missed the entire morning and lunch and sessions, but I understand it's not going to be too difficult for me to do one better than Speaker Gary Nelson's ringing endorsement of the mission of the community college system.

I want to make two comments that serve to underscore the dramatic nature of the effect on our lives of the high technological revolution that's occurring in this world. They have to do with the speed at which it is occurring and the magnitude of the impact on our life.

First of all, with respect to speed. There was a program on Sunday's 60 Minutes program, I did not see it, but it was reported to me by a friend in which the chief executive officer of, I believe it was Data General, was quoted as saying that the United States of America has approximately two years to catch up with the Japanese with respect to technological competence. And if we don't catch up it's all over with. I was interested to read in the Wall Street Journal on the plane over here today that the projections of gross annual sales of voice recognition computers is going to be lower than originally thought for calendar year 1983. Instead of 20 million it will be 15 million and they really don't expect voice recognition computers to dominate the toy industry until all the way into 1984. They are developing technology that will enable computers to respond to complex complete sentences and understand vocabularies of 4,000 words. That should give you an idea of how fast things are happening.

The magnitude of this impact -- I read a book that had a profound influence on me entitled The World Challenge by a former member of the French Parliament named Jean Jacques Servin Schriver. He did a thing in there that I love to do with people. And for all of you that can, please take out a single piece of paper, any size. Now, the point that I'm about to make is that the technological revolution is one that is advancing at exponential rates. And to understand exponential growth, I want you to look at this piece of paper and I want you to assume that if you were to fold it in half once, and then do that again, until, and we're assuming it were physically possible, you'd done it 50 times. Just try and imagine folding and refolding a piece of paper 50 times were it physically possible. How thick do you think the folded paper would be? Well, the lowest estimate I have had every time I've put this question to anyone has been 1/2 inch and the highest estimate I've ever had is six feet. In fact, the piece of paper would extend from here beyond the planet Mars. And that is the magnitude of the impact of

the technological revolution on our life. How is the Washington state legislature going to deal with the training systems we have in place and the need to respond to the revolution that is going to occur whether we are a part of it or not? Well, however it does, first you need to understand the context in which the 1983 legislature is going to meet with respect to those very, very severe fiscal restraints which Senator Benitz referred to. The fact of the matter is that we know, sitting here right today with a very, very high degree of certainty that the 1983-85 biennial budget is going to have a hole in it about \$2 billion. How big is \$2 billion? The next biennium's budget is going to be approximately \$7 1/2 billion give or take a few hundred million dollars. It doesn't much matter after you get to that point. \$2 billion out of \$7 1/2 billion. My recollection is our expenditure in all of higher education for this biennium and I'm counting all, 27 community colleges, and all the four year colleges and universities - is 1.2 billion. Our hole will be 50% greater than the entire amount spent on higher education in this biennium.

Now, for those of you who have been following the legislative action, and inaction, over the last 20 months you'll recognize that, of course, included in that \$2 billion deficit is approximately \$1.3 billion in temporary taxes. The one cent increase in sales tax of last January, the reimposition of the sales tax on food, the 7% surtax et al, if reenacted for the next biennium would in fact reduce the deficit by \$1.3 billion. So then you see we'd only be about \$700 million out. And that is a problem that the legislature is going to have to deal with. How are we going to deal with it? I don't know. The Governor's tax advisory council of which I happen to be a member has been meeting every week for several weeks under the outstanding leadership of an attorney in Seattle by the name of Graham Fernell. I'm overwhelmed with the caliber of his leadership. And we are, contrary to what Senator Benitz may have implied, struggling with ways that we might fundamentally rearrange our tax structure so as to provide us with greater stability and ability to meet the needs of this state.

I, for one, am tired of all the focus of attention on giving businesses tax incentives to locate in this state when the literature on that subject has demonstrated over many, many years that they don't bring businesses to the state.

Now, they happen to give somebody a bigger margin of profit, but they don't in almost all instances according to any legitimate academic study of the subject make the difference in an industry's decision to locate. I for one am damn tired of the State Department of Commerce and Economic Development in publishing it's fancy brochures, four color type, that you all have, make statement on one page about, of course, the one thing better than lower taxes is no taxes. When it comes to state and local personal income tax, there's not contest between Washington and our rivals. We don't have one.

Now, I would submit to you the source of taxation is not an issue. Now, perhaps level of taxation is. But if we heard one thing from Larry over and over again, what made the difference? Training. Mostly with state tax dollars. And it's a great irony to me that in this fancy, four color brochure the very article before, the fact that we don't have many taxes, is the series on quality education. There's some more voodoo economics. There ain't no such thing as a free lunch. If you want a quality education, we're going to have to pay for it.

Thank you. There are several efforts underway that I think will culminate as January approaches with respect to how is Washington state going to deal with its educational institutions with respect to high technology and with respect to a lot of other things. One, of course, is the I see Mr. Haley sitting over here and maybe he can help me. I always get the order of these things mixed up - temporary committee on educational management structure policies. That close? I don't know how many decades Fred Haley's been dreaming of this effort, but it's finally brought to reality in the passage of this bill which is going to examine all of these things in Washington state and make recommendations in the near future. You're all aware that the Committee on Postsecondary Education contract with the legislative budget committee to examine the duplication of programs in higher education. And the Committee on Postsecondary Education is also conducting an analysis of enrollment in this state. And lastly, of course, there's the committee on high technology advancement and training. Now, I got here just in time to hear that alluded to in the other room. And I'm very pleased to also be a member of this committee. When business is bad, I get myself in a lot of interim committees for that great big fat per diem payment we get down there in Olympia. The problem is that this committee, which was announced two to three months ago hasn't met yet and none of us have gotten any responses yet from the governor's office as to when it is going to meet.

Well, what's going to come of all of this? Then, what's going to happen is that all of these factors, some of which we have control over, kind of converge as the next legislature nears convening. I don't know. I don't know. I wish I did. But I can guarantee you that it's going to be different than it has been in the past. It's going to be different in part because the fact of the matter is that we won't have the resources no matter how we deal with this situation that we have had.

At the risk of getting myself in trouble, I would suggest to you that one of the perspectives that I've developed over the last several years in the legislature is looking backward. It seemed to me that in the sixties and seventies our higher educational system grew up in an era of prosperity and expanded rapidly to meet an ever increasing population in this state. And we were able to easily afford that. And we, implicit in the way the system built up, provided an educational system that met the needs of the individual as defined by the individual. And it seems to me that if there are any constraints going to be placed on us in the eighties with more limited resources, and there will be more limited resources, that maybe what we're going to have to be about is deciding what the system will benefit from in the way of what it offers to the individuals that partake of it. That doesn't mean that we're going to cut back on our commitment or on our quantity but it just means that we're going to have to be more targeted into the quality of what we provide with respect to this highly competitive circumstance in the world.

Lastly, I'd like to answer the question of will the community colleges have a role in all of this, in the upcoming session and the biennia ahead. Well, of course they'll have a role. Look around this state. Who is better able to get on with this task? Who has the network of plant and equipment? Who has the trained people in place? Who has a fine track record for meeting the educational and training needs of the state? The community college systems. So, I think there is absolutely no doubt about it. Community college system is going to have a role and it's going to be a big, big role.

SESSION III - "A Successful State Model - North Carolina"

A U D I E N C E R E A C T I O N / E V A L U A T I O N

Question 1. From the North Carolina state model as presented, do you think it is applicable in Washington state? If no, why?

39 answered "yes", 3 answered "no"

Comments:

- * Washington state has many age old problems with constitutional restrictions which would likely need review in this regard.
- * The industry mix is very different, the whole attitude of the community college administration and institution is different. Would require major reorganization.
- * The broad outline can be applicable but I can see labor throwing blocks in the path of industrial/community college partnership in training. Can all three segments work together? If not, then perhaps some of our labor legislation needs to be reviewed. In southwest Washington the unions are extremely protective of their apprenticeship programs to the point of opposing course offerings in the common schools.

May need an executive order or legislation to make community colleges primary source of "retraining".

We have same philosophy and same basic structure.

But impossible unless some of the members of legislature can be changed.

Only with more stable support, innovation, and cooperation with business and industry.

Executive branch and legislative leadership.

Main hurdle is problem of flexibility in system and negotiation mechanisms in system and negotiation mechanism with public workers/teachers associations.

More simplified...then directed in presentation.

At the same time, there are qualities in Washington which could make this state a desirable place to live that we should preserve. Coming from an agricultural area (Skagit County), it seems important to me to preserve our food production and to make our development efforts here complement agriculture rather than displacing it.

- * Vocational Technical Institute's lack of risk capital.

Question 1.
(cont.)

- * Cost differences
- * Legislature not sophisticated enough
 - Not fully buy possibly part
 - It is a non union state
 - Probably worth trying

Question 2. If yes, would there need to be changes made in present Washinton state laws?

18 responded "yes", 4 responded "no"

- * I think changes are necessary even if the North Carolina model is not followed.
 - 1) Legislative budget process should be modified.
 - 2) Personnel system should be modified to permit local control.
 - 3) Community colleges would have to be funded differently or a cost per unit basis similar to North Carolina.
- * Some discussion I heard indicated that the sales tax on new construction is a deterrent to industry. If new industries coming into the state were exempt from this tax, would they be willing to contribute this amount to a training fund to be used to provide them with skilled employees?
- * Make education a non union operation - Get the lobby out of and off the legislature's back and it could get done.
- * Attract industry and potential for profit.
- * Don't know. Unionization and tenure system limits colleges' flexibility.
- * Yes - strong commitment from the governor and the legislature.

It is unrealistic to compare the two states without taking into account the ability for North Carolina to offer cheaper labor because of its being a right to work state.

No; but specific "ear-marked" funding needed for a new and developing industry fund, by the legislature, on top of our current funds!

Develop one system delivery for occupational/vocational training.

A better taxation policy will certainly help.

Positive support given from legislative branch to community college system and setting of new goals.

Question 2. Consolidate Vocational Technical Institutes into State Board
(cont.) for Community College Education or even vice versa. Permit
retention of local funds.

Perhaps a employment bill, but the mechanism for delivery are
there. Tax revision.

Yes - No union interference - required accountability.

Possible community college board could study and provide sample
necessary changes. Include private vocational schools as resource
of state.

A commitment by the legislature to the funding of projects. Also -
and very important is the need to bring the Vocational Technical
Institutes under the umbrella of community college systems.
This would provide additional funds to be used here.

More funding

Unemployment laws

Need income tax to give tax incentives for businesses to give
equipment and faculty.

Line item budgeting for statewide system another problem. There
are local needs/differences/abilities/priorities which cannot
be addressed.

Washington laws seem to be overlapping and complex.

Question 3. Given the present configuration of the community college system,
what organizational linkages between government agencies and
private industry could be developed?

Not adequate knowledge. Certainly encourage in area of work
force and training needs, equipment and personnel from private
enterprise.

Many - mostly industry related.

Local government - local business/industry - local community
college district. State government - state economic development -
community college system - private sector representatives.

Communication

Community colleges can still seek out industry and set up training
programs to meet their needs on a contract basis.

Need joint government, education and business advisory committees.

Question 3.
(cont.)

The port district should be brought in, since they develop business sites. We need a statewide inventory of all land now zoned and available for business and industry and its categories (heavy, light, etc.). Maybe such a map of state sites exists now, but if not, we should have one.

Joint community college/business/city:county legislative body meetings

Foundation partnerships; statewide, government appointed commissions and economic development; local programs; local requirements for retraining for new firms.

They are easy to develop. Needs expressed and hence programs with success potentiality can be built.

I believe this needs, top priority and should be developed by government, college presidents, state board, local board members and top corporate executives to investigate what direction and prioritize action needed.

None without commitment from the business sector. Needs to be the government's project.

PIC & CETA - The government's commission on high technology.

Some mechanism for initiating dialogue about training needs and delivery systems.

Closer ties. Seek out the needs and work jointly to fulfill them.

They are there - need strengthened and refined.

Use North Carolina model

Regularly scheduled communication linkages need to be established (other than on very intermittent basis as now).

Through mandate from Governor's office

Government - policy setting to establish the capability.
Business - information on emerging jobs and training affiliations - mutual support.

The Puget Sound consortium is an excellent example for a beginning - and build on to more inclusive.

- 1) Mechanism for communication and planning.
- 2) Funding to provide training for new and expanding industry and to upgrade workers in existing industry.

Question 3.
(cont.)

Set up state wide task force of Vocational Technical Institutes, business and community colleges to work together for the needs of business.

Joint funding of demonstration training sites for high technology or future technology.

Identify a state commitment to high technology Governor's task force on economic development with education and training as a strong element.

Coordinate lobbying efforts

Should start from top down to local level

One, advisory umbrella group.

Much could be provided on individual basis - many colleges need closer ties to non-college and non-government people.

Pre-funding for vocational development

Planning/steering committees, task team at various levels.

The Eldec model is a good one for a beginning in Washington state.

Recognizing the strength of both factions and develop a single purpose approach. This could bring about hopefully a recognition of problems and steps to accomplish the desired goals.

Question 4.

Would you be willing to work with a group from government, business and labor, and education to explore the possibilities of such a model for Washington state? What should be the first step taken by such a group?

18 responded "yes", 4 responded "no"

* Should be a person specializing in educational concerns in legislature.

* Organize a "steering committee" from those in attendance today plus a few "selected" others.

* Identify common needs; resources which can be shared and anticipated.

1) Hire Larry Blake!

2) First step should be to agree on a model program in one high visibility area which would produce quick results - then attack the indulging structural and organizational problems. Build a home - grown results - oriented model that can be up and running quickly would be the best hope for building a solid program for the future because it would get the attention of the politicians who have a short horizon with respect to testing ideas and programs. They need instant results!

Question 4.
(cont.)

Find out the needs of business.

Define the role of community colleges once and for all

Assessment of institutional resources and authorities now available as related to existing capability...then identification of changes necessary to effect such a model, once it is determined such a model is resonable for this state.

Change the legislature

Let's see what the new member of education committee comes up with.

Observe an inprocess system working, e.g., North Carolina system.

Visit North Carolina and compare system based on ten basic assumptions of credibility (ten as a minimum). An in depth understanding of how North Carolina does it!

Work together on small projects that will grow into large projects. Do the training, be accountable, and publish the results.

The governors advisory group headed by Haley should be recommended.

Establish communication mentioned in question three.

Work on legislation.

System task force to assess training needs and establish direction; system task force to look at resume allocation; system task force to establish a business support structure.

Obtain postive representatives from all fours sectors. Include other organization representatives - chief. community, AWB, etc.

I am currently working with a candidate, and if he is elected I expect him to introduce such legislation.

Define the needs - Be sure the market for skills exists.

- 1) Concentrate on doing the vocational technology well.
- 2) Simplify state vocational technology structure.

Definition of differences and similarities in order to select definitized quantifiable goals.

Establish long term goals. Determine needs.

Local government needs to be recognized as one of the actors which plays a critical role not only at local level, but ability of state to accomplish its goals of locating industry in the state.

Question 4.
(cont.)

Major forces and interests representing the need for coordination to meet on common grounds in the solving of the problem. "A team effort - submerging local jealousies and working on a higher level of ideals is needed. Team work and coordination is essential.

A good futurist!

"PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT"

August 20, 1982

Participant QuestionnaireSESSION III - A Successful State Model (North Carolina

1. From the North Carolina state model as presented, do you think it is applicable in Washington state?

yes _____ no _____

If no, why?

2. If yes, would there need to be changes made in present Washington state laws?
3. Given the present configuration of the community college system, what organizational linkages between government agencies and private industry could be developed?

4. Would you be willing to work with a group from government, business and labor, and education to explore the possibilities of such a model for Washington state?

yes _____ no _____

What should be the first step taken by such a group?

Name (optional) _____

Affiliation _____

Business/Industry _____ Education _____ Labor _____

Government _____: _____state _____county _____city

_____legislature

SESSION IV

"The National Picture: Economy on the Downtrend"

- Presider - The Honorable Eugene Lux
Representative - 35th District
Washington State House of Representatives
- Speaker - Richard Klassen, Past President
Association of Community College Trustees and
Chairman, Board of Trustees, Hutchinson (Kansas)
Community Junior College
- "Community Colleges and the Solution to our
Economic Problems"
- Reactors - The Honorable Dan McDonald
Representative - 48th District
Washington State House of Representatives
- The Honorable Sam Guess
Senator - 6th District
Washington State Senate
- The Honorable Joanne Brekke
Representative - 32nd District
Washington State House of Representatives

SESSION IV

"The National Picture: Economy on the Downtrend"

Presider - Eugene Lux
Representative - 35th District
Washington State House of Representatives

I am Gene Lux. Destiny, if had it been that I would be a reactor I would be very desirous of reacting to Senator Benitz' income tax statement. I have a different point of view. However, I am not a reactor. So I won't react. Also, I would, if it had been so, like to react to the 'right to work' situation in the state of North Carolina, but there again I'm not a reactor so I won't react. What I've been drafted to do is introduce the people who are going to speak and react. So here I am.

I've had the pleasure to meet Dick Klassen, who is a native Kansan, who is a barrister. He is also a real estate broker and is the president and chief executive officer of the Nickerson State Bank in Nickerson, Kansas. And the really important thing about Dick, however, is that he is very, very active in the community college area and has been for a number of years. As I look at this resume, the credits go back a long, long ways. '59 and member of the advisory board of the local community college, Hutchinson Community Junior College and is not still a current board chairman. He has been a member of the Board of Directors of the Council of Community College Boards. He has been the past president of the Association of Community College Trustees. He is at present a member of the Amercian Association of Community and Junior Colleges.

Speaker - Richard Klassen, Past President
Association of Community College Trustees and
Chairman, Board of Trustees, Hutchinson (Kansas)
Community Junior College

EDITED REMARKS

Thank you, ladies and gentlemen. Thank you, Gene. It is a pleasure to be here with you. I was thrilled when Dr. Casey asked me to come so I could, for the first time, visit Seattle. But then, when I got the program I was a little dismayed. Larry Blake is probably the most eloquent act in the country to follow. I'll be like the cross-eyed javelin thrower. I'm not going to set any records today, but I'm going to try to keep you alert.

I know, like you do, every speaker that gets up says, "Boy, it's a pleasure to be here with you." But, honestly, ladies and gentlemen, it is. I have some deep concerns and I hope that I have something I'll be able to share with you today that is going to be beneficial to both of us. I know that I have been benefitted just by being here and listening to the program today. And I hope that I can pass on a few thing to you.

I'm afraid a great deal of what I'm going to say may be repetitious. Beginning with Mr. Brooks this morning, I have heard sentences out of my notes, and they have been pouring out all day. So this may be a summary as much as anything. Repetition doesn't hurt us.

You have all heard the saying, "If you don't know where you are going, any road will get you there." Therefore, we must be very careful how we outline and maintain the road upon which we are going to travel.

The preacher's fine as long as he preaches, but he shouldn't get to meddling. Well, with the legislators and the business people here today I might preeach a little but when it comes to the community college people I might even get to meddling. Community colleges that I'm familiar with are represented mostly by presidents and trustees at various meetings across the country; we slap each other on the back, tell each other how great we all are and what a good job we're doing in our communities. Then we go back home and do the same thing. But we forget, we're not telling the people that count.

Larry, in North Carolina, they've told the right people. You've got to get out of the community college sphere and talk to your legislators and talk to business and industry. Others do not know that we have the greatest educational delivery system already in place in America. And that if business and the political leaders will only use us, we'll be more than happy to cooperate with them. But we must tell them how good we are and not just tell each other.

Obviously, we can't solve all the problems. I recognize some frustration in some of the questions posed to Larry Blake earlier and rightfully so. What I hope to do today is somehow to stimulate and give you some encouragement.

You know, this kind of meeting helps to give us a special opportunity to dream, to throw off some of these old ideas and stereotypes, to revitalize ourselves, to look to the future and ask the basic questions regarding the future of community colleges in America. What needs to be changed? What needs to stay the same? And when I say dream, I don't mean daydream, but I mean that forward looking ability that God has given us to look into the future and to dream the dreams that we can act upon because unless we dare dream we have no road to travel and we're going to go literally nowhere.

Now, where are we today? I think we all have a relatively good idea. You know that in the State of Washington you had a \$16.3 million cut in your educational budgets this year, which is 8.2% - and that combines for a two-year cut of about 16.7%. But I'm glad to see you taking the bull by the horns, so to speak, in making your own survival. Meetings like this. Across the country students are being turned away by budgetary cuts. But that's why we're here today - to try to solve some of those problems.

Our economy is probably summed up best in the Wall Street Journal headline of August 6th that said, "Analysts say the upturn has begun, but appears increasingly lackluster. Capital spending is a drag. Doubt housing will show usual rebound."

I am not going to bore you with a lot of statistics that will improve nothing, but I would rather let us think together of ways in which community colleges and business and industry can act together as primary partners in economic development in your state and my state.

Recently the United States Senate voted for a constitutional amendment to require a balanced budget. One of those who did not vote in favor of that was Senator Nancy Landon Kasselbaum, the granddaughter of Alf Landon, honest! But Nancy, or Senator Kasselbaum referred to this as hypocrisy. You know, that could well be the label for our age. I continually find myself jolted by the reality. Actually,

it is nature that is the reality...the blue sky, the water of the ocean...the waves of grain on the prairie. It is the affairs of man, particularly political affairs, that most often seem like fantasy and dreamland.

The past year and a half Republicans and Democrats have joined to cut taxes and approve spending in a manner to produce the biggest federal deficits in American history. According to the morning news, I think we have a tax bill. But at the urging of the same administration and Congress, the Senate has by a two-thirds majority approved a constitutional amendment to stop themselves from doing what they've just done. Hypocrisy? I think Senator Kasselbaum was being entirely too ladylike! As John McCormick of the Harris News Service says, "They are like a bunch of drunks at a temperance meeting."

But, ladies and gentlemen, that is the system we are going to work within. I think it was Winston Churchill who said "Democracy is the worst form of government until you compare it to any other system."

On the way to Montana, TIME interviewed President Reagan. I'm going to lift out a couple paragraphs of that reporting. It's vital to me what he believes is the country's greatest need - to get those people back to work who want to work. There's another part of the problem. Once this recession is under control, he says, we're going to have to face the fact that there has been such an increase in the workforce we've got to look at our economy as to how we create new jobs. He sees another pressing need. "To reawaken that American spirit of self-reliance, community pride, where the first reaction to a problem isn't 'let's call Washington.'" Here, believes Reagan, there is progress shown by the hundreds of examples of community college enterprises that are being catalogued by a task force. He just didn't go quite far enough and say that those hundreds of examples are predominantly community college examples.

What then must be done? What are we talking about? What common thread runs through most of the literature and discussions and speeches today that speak of solutions to these problems?

As much as you've heard today, there's one phrase that I've only heard one time today and that's "human resources". The call today is for human resource development. Certainly human resources are what we have the most of in this country. We've long prided ourselves for having the ingenuity and the commitment to make things work. History is going to gage our society not on the number of machines and things we have but on our human resources and values. It's not going to happen by itself either. It's going to take a whole new approach, perhaps as Dale Parnell calls it, the moonshot approach, meaning a commitment like we had for the moonshot. It's going to require planning. It's going to require the public and the private sector to combine their resources. Such an enterprise is not going to happen by chance, but it's going to take a coordinated effort by you and me with the support of national leaders and national resources. We all know why this is so important. It will help recreate a healthy economy in the nation and help put American back to work. People working pay taxes. Unemployment declines and everyone prospers.

What I'm really saying, I believe, is that we must be more committed to people development rather than things or machine development. But you ask, what about high technology industrialization? What about robotics? This is what is meant by all the jabbering about sunrise and sunset industries. The industrial age is ended. We must promote growth in high technology areas. Computers. Communications. Information. We must advocate for tax incentives and for government funding for research and development in these areas and have a strong commitment to basic science programs and efficient private public sector job retraining.

High technology industrialization, robotics and computers are coming. Changing technology will have to be dealt with. And that's going to require even more skilled labor when there is a shortage of skilled labor today. But I have yet to see people, particularly skilled labor, being replaced by computers.

If you look at the background history of this area, the missing link has been that we don't have any national policy on human resource development. We have a foreign policy. We have a monetary policy. We have a fiscal policy. But we have no national policy to spell out any long range plan to use what we have the most and the best of, human resources.

And so we're faced today with a serious contradiction. There are many people without jobs. We all know this. I think at this time there's probably over 10 million in the country on record as being unemployed. And on the other hand, there are industries that cannot find workers, particularly skilled workers. I can pick up the Wichita paper any day and find two or three pages even in a town of 300,000 people. There are two or three pages of job openings, but they're all for skilled labor. Technicians. What's the difference? It's in the training. Who can train? The community colleges of America have a delivery system in place that is ready, willing, and able with the support of their communities and the nation's leaders to provide this training.

Community colleges are somewhat like jazz, you know. They're unique, American institutions. And so we therefore resolve this apparent contradiction of high unemployment on one hand and the need for skilled labor on the other hand by manpower and training. And that, my friends, equals the community college. Now, what should the government do? Let's bring the legislators back in. I must say that I've heard a number of defensive comments from the legislator reactors so far. What should the government do?

Well, both nationally and in our states and localities, existing legislation must be refined and initiated that's going to address the problem. Legislation to support this endeavor of course is one tremendous political challenge. Now, what type of legislation are we going to be talking about? Incentives, primarily, must be forthcoming, that will promote greater cooperation between the public and the private sector. Of course, when we talk about legislation we wouldn't want to discount any direct assistance. But that's not the name of the game anymore. We've got to quit looking to Washington and we've got to quit looking to the state capitol. But if they do want to give us direct assistance, I suppose we'll continue to accept it.

But there are also many other ways. Larry Blake named a number of things in North Carolina that were happening. Perhaps there could be tax incentives. There can be tax credits. Perhaps loans of both a monetary and/or technical personnel. Perhaps there could be loans made directly to business or industry on a guaranteed basis on the basis of their use of human resources. How about the use of matching grants as an incentive for upgrading of personnel and resources. ACCT and AACJC, the two community college national organizations, have both testified before Congress. The new legislation clearly specifies community and technical colleges to participate both in state and local planning bodies and in the actual delivery of any federally assisted job training.

It's my belief, then, that the concept of human resource development will put America back to work and that the community and technical colleges of America have a vital and most important role to play therein. The potential of community

colleges to be involved in economic development of a local nature is immense. But the institutional dynamics to make it happen are fraught with many pitfalls. One of the greatest assets as well as the greatest burdens for postsecondary education in America is its past. Apparently it came across the water from Cambridge and Oxford that education can not relate to work. And that's been carried forward by many of our great universities, and consequently it filtered down to a good number of our community colleges. I submit that the philosophy will not solve our current economic problems.

To accomplish the development of our human resources is going to take new ideas. And new ideas do not accomplish much if they're not implemented. Hopefully, we'll see a reversal of the in-plant training that was started several years ago, and get these training programs back into our institutions meeting the needs of business and industry. But to do so, community colleges must develop a new and deeper level of compatability between work and learning, keeping both systems flexible if they're to expand their impact upon the learners and upon business and industrial organizations.

The bridge between educational institutions and business and industry has not developed in most instances because of the focus educators put on the educational process rather than on outcomes. Once again, the roots of philosophy from Cambridge and Oxford. But employers for the most part are interested in the bottom line. We've heard that earlier today from industry. They're pragmatic. And the bottom line to industry means people who can read and write, can do arithmetic, have good communication skills, and who possess occupational skills.

Colleges must be flexible in their attitudes and thinking. Educators sometimes experience difficulty in understanding the personnel needs in business and industry. But business and industry on the other hand often fails to recognize that a direct relationship does not readily exist between supply and demand in specific job categories. Therefore, before these bridges can be gapped, we have a two-way educational system that must be completed. That is, from education to business and from business to education. Once again, being primary partners. I know several instances where these bridges have been completed, have been built or they're under construction. You heard of one of the finest examples just earlier but the fact remains that there still needs to be much, much more done in this area. That's why you and I are here today.

Changing technology and the changing nature of the work we do has to be continually infused into revitalizing the programs that we offer. Programs must be up-to-date if we're going to prepare workers for the future. People say the community colleges cannot be all things to all people. We're not. We shouldn't intend to be. We're only attempting to provide educational opportunities for all who are interested and for what our communities and our states demand of us.

We do have a delivery system in place. And if we can assist business and industry in the solution of our economic problems and the development of our human resources, we'll have achieved one of our greatest goals.

Up to now I've spoken to you in general terms about what needs to be done. And I want to assure you that nationally some things are happening. That's like the director of your state economic development system said earlier. There's good news and bad news.

I think Nelson alluded to it this morning, that there are some things on the national scene that are happening. There are other state administrators that are recognizing

just as North Carolina has the community and technical colleges do have a delivery system that can be very important in their future.

In Illinois, Governor Jim Thompson called in community and technical college representatives and indicated he wanted to make the community colleges of that state the cornerstone of his economic development program. In a statement before the trustees, he said "The real action in education over the next decade in the state of Illinois will be found in our community colleges".

In other states such as Michigan, Massachusetts, and Virginia, the governors have recently made similar statements about the roles they expected community and technical colleges to play in the economic development of those states.

Then in the first part of July, ACCT and BIC, the B-I-C, Business Industry Council on the national basis, being represented by community college trustees and CEO's met with the President's task force for private sector initiatives at the White House. At this meeting the chairman of the White House task force proposed that ACCT pilot a grass roots seminar series on the public/private partnerships cosponsored between the two organizations, ACCT and BIC and the task force on private sector initiative. The purpose of these seminars would be to demonstrate the community's ability to generate volunteer initiative to help solve problems and to foster economic growth, using the community college as a catalyst and broker to match the resources and leadership with the needed courses of action. Once again, the President says "don't come to Washington". The concept and materials developed in this series would be compiled into a guidebook for dissemination into other communities and institutions. This would all be very similar or somewhat similar to the AACJC funded project of building better boards.

It would be assumed that other projects would be set up in the dissemination of successful information from all programs, would then be interchanged to other community colleges and industry for more of an expanded public private initiative. And then the Department of Education, in an effort to learn more about public private partnership, asked ACCT to develop an ad hoc advisory committee that met in Kansas City in the latter part of July. At that meeting, community and technical college represented by trustees and presidents and representatives of industry and business from across the country -- I believe we had DuPont, General Motors, AT&T, you know, some of the biggies -- were there and discussions were held about trends and future needs of the public private partnerships to assist industry's economic development.

And so, while it's sometimes frustrating, it seems to take an inordinate amount of time to develop and implement new programs and new ideas, an awareness is slowly developing across this country that community and technical colleges are being recognized for what they can deliver and for what they can provide as long as they have support of their communities and of their political leadership. And that's what I'm trying to convey to you. You're not alone. You're not out in the wilderness. You're like so many of the other states.

I would like to give you a few methods which you might investigate and develop to improve the community and technical college linkage with business and industry for the development of human resources and solution of economic problems here in the state of Washington.,

First thing I'd like to mention would be for form your BIC, flick your BIC, or whatever, but form your BIC. Now, I understand you have a meeting the first part of October in the Puget Sound area. Terrific. Tremendous. Do not let that fail.

Another thing, remember. Don't just look at big business. Look at the small businesses. In all likelihood, they may need assistance more than the larger ones. While the programs they demand might be smaller, they could be just as important. I'm particularly aware of a program between Central technology in Nebraska and Kansas-Nebraska Natural Gas Company in which only eight to ten people go through each year. It's been going on for, I think, 12 or 14 years. That small program trains all the skilled maintenance personnel that Kansas-Nebraska Natural Gas needs to cover a five state area. It's quite important to that company.

Also, I would encourage you to work with labor in cooperative efforts. One of the most exciting breakthroughs in this field just recently announced was that the United Auto Workers and Ford Motor Company have chosen community colleges as a major resource in implementing their training and retraining agreement. The contract calls for a nickel an hour per employee be set aside in a training and retraining fund. This provision will produce an estimated eight to nine million dollars per year in the Ford contract. And you presidents want to apply in Michigan. Under the current discussions, the program will concentrate particularly upon the retraining the opportunities for current and former UAW Ford workers. It's an exciting concept.

The next recommendation would be to invite the cooperation of any existing clubs in your community to participate in needs assessment. For example, even the Rotary Clubs, the Lions Clubs, the Chambers of Commerce, any civic club or any local business or manufacturing association.

Next, be sure to include any economic development groups, such as the state group you have here in Washington or even in some local area economic development groups. Include those in any planning and resource stage of the needs assessment that you might be conducting. And another thing, make sure they include you in their needs assessment. Work with them.

Also, I'd recommend that you enlist the support of local and state agencies. PIC's the Private Industry Councils'. And also, this sometimes gets a negative nod - how about working with your local high schools. We're not too good for them.

Next you might wish to strengthen and expand the use of advisory committees. Some places these committees are used extensively and in some others they are somewhat suspect, but I think as a whole, and if they're used properly, if they're set up properly and have the right type of individuals on them that are interested and knowledgeable in your community college and in the needs of the private sector, that they can be most helpful to the college.

Next item I'd like to recommend for your investigation would be to explore the possibility of consortiums on specific problems. For special needs you might try contracting services. Some of you already are.

Another recommendation would be to jointly reinforce the staffs of both the colleges and business, and exchange of staff. This has been mentioned. Perhaps on a sabbatical basis from the college. In many cases industry will loan administrators to educational endeavors. And in other cases community colleges can loan or give sabbaticals so professors with certain knowledge can be on loan to industry to help them solve a specific problem. Try investigating instructional workshops. Related to that, you might explore the loaned executive approach.

Next, try promoting cooperative and intern programs between the community and technical colleges and business and industry and promote the loan and gift of equipment. I think we've already been through that rather -- the one thing that wasn't mentioned and particularly with Boeing, simulation equipment. It's very expensive but very often the community colleges can pick up simulation equipment and use that in training and meeting the needs of the industry.

You must strengthen your counseling staffs. Teacher consumer skills.

Above all you must tell the story to those who don't know. Community colleges are a multi-billion dollar business, with over half the headcount in higher education, a major employer of our country. Clearly the job of the future is the development of our human resources, and it is going to be complex but well worth doing. It is going to be riddled with financial difficulties. But we beat a depression and defeated our enemies abroad once. There was pride not shame; there was spirit not depression; political leadership was tough and effective and our national strength was mobilized. What we have really been talking about all day long is revitalizing America, rebuilding of the human spirit by the development of our human resources. I want to encourage you and implore you to get in the fray. Continue to develop your human resources. It is creating another American dream -- an American generation that can beat adversity and preserve our country. Ladies and gentlemen, I must believe that you can do this because the alternatives are unacceptable, because I believe in you. Thank you.

Reactors - The Honorable Sam Guess
Senator - 6th District
Washington State Senate

The Honorable Dan McDonald
Representative - 48th District
Washington State House of Representatives

The Honorable Joanne Brekke
Representative - 32nd District
Washington State House of Representatives

Summary of Remarks by Sam Guess, Reactor

Having been connected with the community college system some years before the community college act was passed, I want to be as serious as I possibly can. One of the things we were trying to bring to the community college law was to fill a need that had not been filled.

There was a compromise between those who wanted K through 14 and those who wanted a separate two-year with reviews from time to time and higher education system. Since it seems to be working with very little change, there is little incentive to change it and the law is still solid today.

However, I would like to see a more solid foundation as to economics. The legislature hoped when it made up the budget in 1981 that the turn-around would come in the second quarter of 1982 but that did not happen. And we are now in the third quarter and I would not like to make a prediction today. Stanford University in a study which I saw says it will be 1984 before things begin to go forward. We

as educators and legislators must put our shoulders to the wheel in the meantime to effect the level of quality offered to the students to make the best of the situation until the economy turns around.

I believe the legislature has the responsibility of looking at every level of expenditure today. We are in the process now of going through a series of meetings in Olympia. The results are that we have over 260 sections we need to look at. We will do our best between now and January to make as many savings as possible to come up with a budget. It will not be the level of expenditure as in good times.

Richard Klassen gave us a highly constructive suggestion as to human resources policy. We need one at the national level and at the state level also. I believe the community college system and the legislature could work together on that.

I believe I am coming from another place as our district in Spokane has always worked with business and industry.

Cited two examples of cooperation; one with Hewlett Packard Corporation and the setting up of a program for civil engineers needed by the Highway Department almost overnight with \$5,000 which is still ongoing today.

We will certainly take a look at the suggestions offered here today. The Business Industry Council idea has long been ongoing in Spokane. We do need to look at small business and include them.

One thing we need is to have staff (faculty) continuously interchange with industry jobs in the summers or as has happened to leave the college for a job in industry and then return to teaching. There needs to be interaction between colleges and industry.

I am very glad to be invited to be here today. I have always supported the community colleges and will always support them. We should not take a backseat to any one, and I believe we have the best school system in the country.

Summary of Remarks by Dan McDonald, Reactor

Looking at community college education, the basic issues fall into four categories:

Access - Quality - Relevance - Tuition and the inverse state support

In looking at the issues, demographics and costs must be considered. 85% of the costs is in salaries and benefits. It is a people intensive system. Also the 18-23 target population is decreasing in the state which has policy implications.

Legislators need to be doing what we are doing today...to give you some ideas and get some ideas back from you as to what needs to be done in the next legislative session.

In the area of relevance, community colleges have been able to react well to changes. I think that may be in jeopardy. In the budget cutbacks there was an imbalance towards the part-time instructors. Many of those went away and those were the ones who could be used to react to changes. It is incumbent upon the community colleges, when we do get in a mode to fill positions, that there

be a high level of part-time instructors to keep the high level of flexibility. They need to be able to react to an increasing technological society.

Also in the area of retraining there needs to be consideration of access and tuition costs. Most of the FTE's (people) are usually subsidized. There should be provisions for the unsubsidized people. For example, the engineer who is 38 years old, fully employed and lives in Bellevue, who needs to update his training in computers or get his MBA, should not be subsidized at the same rate as the younger traditional student. There needs to be differential levels of subsidy to maintain access at the same level of dollar expenditure.

One of the issues raised continually is that we can't get qualified instructors as we don't have money to pay them. In all "hot new industries" whereby definition there are not enough people to fill those jobs, the consequence is that the price is bid up. That will always be the case.

In 1981 \$28 million was set aside in higher education for merit pay. The idea behind that was to pay differential salaries. We were somewhat put off because it was not used like that in the community college system. We particularly need that money to target in teachers for the "hot new industries". That is a problem that will be with us forever and ever.

A good point was the interface between K through 12 and higher education. I think this is critical. We can be doing a lot of the same things with the same amount of dollars that we have presently. There is a lot of wasted motion.

The Governor's committee on education - the chairman Mr. Hale is here - is looking into education at all levels, and I hope they look into ways to interface between K through 12 and higher education.

I hope my remarks are to the point and will raise some ideas in your mind.

Summary of Remarks by Joanne Brekke, Reactor

I am going to respond and react to a number of things I've heard today.

First to Mr. Brooks who mentioned the need for minorities and women in the 90's. Today they are ignored unless they cause trouble or become antagonists. I must say that I look forward to the 90's when the tables are turned.

Then the economy - we certainly need to do something. I agree, as Mr. Shrock stated, that we need new businesses in the state and need to work for that; but when the subject of taxes comes up, it raises for Dennis Heck and me the hackles on the backs of our necks. There are many reasons for industry locating into the state...educated work force, trained work force and taxes is about 8th or 9th on the national survey list. I agree that we need to streamline environmental issues but should not do so in a way that harms the environment which produces what we have in the state. I believe that in revising the tax structure it should be based on the ability to pay. As to who should pay or who does pay, I particularly appreciated John Vicklund's remarks.

I also appreciated Mr. Klassen's remarks about high schools. I believe that we have this in the Private Initiatives in Public Education (PIPE) at Lincoln High School. I hope it will continue now that Lincoln is closed. There is also a

project DECO--distributive education program which is training to enter the work force. This needs to continue happening at all levels.

Mr. Klassen spoke of the future of community colleges. We need planning, coordination and cooperation between government-education-business. There should be incentives to encourage public and private cooperation such as tax credits but they must be based on adequate tax revenues or we won't have anything to share or for incentives.

The age of hypocrisy, which Mr. Klassen spoke of...I would like that not to be true but unfortunately it is. Some people who have been in politics and are still in politics have helped to increase that reputation for dishonesty. Two years ago I believe the surveys showed legislators to be one above used car dealers now and we used to rank below used car dealers. Not the legislators who reacted here today. They have done a good job, and for some it was not as comfortable for them as for some others, but they have stated their positions and I respect their courage to do that. However, the credibility of legislators/politicians overall is not good.

Mr. Reagan has some real capabilities and believes in free enterprises. But his words and deeds differ from each other (cited several examples). In the area of technology and robotics, people are being displaced by machines. We do need a work force and opportunities for people to become productive, and gain self-sufficiency. They need to work and be given responsibility.

As to merit pay (mentioned by Dan McDonald)...we need to look at the definition of merit pay...should be for outstanding job and not reserved for "hot new industry" instructors. We need to keep in mind what "merit pay" means.

I agree with Sam Guess that we are in changing economic times. We cannot afford to continue profligate spending, but we cannot afford to undermine productive programs such as community colleges.

SESSION IV - "The National Picture: Economy on the Downtrend"

AUDIENCE REACTION / EVALUATION

Question 1. Do you think community colleges can play a vital role in the solution to our economic problems?

15 answered "yes", 13 answered "no"

Question 2. Do you think the general public understands the role of the community college in Washington state?

Question 3. What specific suggestions do you have for community college educators in the economic crisis which faces the state and the severe cuts in programs?

- * Document the contributions to students, community, state - Tell the story.
- * Seek development of new resources for growth in educational opportunities.
- * "Tell the story" - Political action with legislature.
- * Sell the community colleges to the public.
- * Get more into vocational education, less social areas and recreational instruction then portray that image to taxpayer.

Communication among business - education - in mutual solving solutions - Tell the story.

Focus on state/community needs, less on things as usual.

Work with private enterprise to design (and pay for) programs benefitting both people of the state and private enterprise.

Necessity is "mother of invention". Concentrate on the highest priority courses and help to turn economy around - automatically will increase more revenue.

Follow suggestion to get out of the "ivory tower" and into the "communication tower". Bring more people outside community college system into Advisory Groups, Task Forces, etc., for enlightened exchange.

Work to provide the leadership for cooperation with business and government.

Improved information.

Link what you do with what needs to be done. The public doesn't really understand.

Question 3. Find out what the community needs - and then do it.
(cont.)

Make your community college the primary agent for establishing mutual respect between faculty/business/students.

Question 4. Have you heard anything today which has implications for the Washington state community college system to be part of the solution? Be specific.

Share resources within and among community colleges/private busline/state government. Identify for local publics the ability, willingness and intent to provide training, education, and job enhancement.

Tough mind set or Benitz type in the legislature poses formidable task - but it must be addressed. Perhaps the "mugwumps" can be converted.

Develop the partnership of education and business.

Appears to be need for public awareness program of efforts of community college system to work with industry and public relations program to publicize. Need for staff of community college system to get into industry in summertime.

We in the system are already a part of "the solution" but there is a need to demonstrate what we are doing and can do in the training and retraining of the people who are or will be the greatest asset to our economic development - human resources!

Yes, much to be done to build bridges with business and industry. Must educate to qualify graduate to become gainfully, productively, and happily employed. Need a "marketing" program to sell "role" of community college.

Yes, community college system is a mechanism (delivery system) which is in place and with a good track record to train, retrain and upgrade skills at many levels. Use it! We do not need to re-invent the wheel.

Yes - Links with business, equipment for business.

Yes - Have the Governor declare a year of the community college.

You (community college) obviously believe in yourselves. Can you not actively work to instill a similar faith in businesses you know would benefit from your product.

"PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT"

August 20, 1982

Participant QuestionnaireSESSION IV - The National Picture: Economy on the Downtrend

Community Colleges and the Solution to our Economic Problems

1. Do you think community colleges can play a vital role in the solution to our economic problems?
2. Do you think the general public understands the role of the community college in Washington state?
3. What specific suggestions do you have for community college educators in the economic crisis which faces the state and the severe cuts in programs?
4. Have you heard anything today which has implications for the Washington state community college system to be part of the solution? Be specific.

Name (optional) _____

Affiliation _____

Business/Industry _____ Education _____ Labor _____

Government _____: _____state _____county _____city

_____legislature

DINNER AND KEYNOTE ADDRESS

- Hostess - Patricia Hite
Board of Trustees
Whatcom Community College
Bellingham, Washington
- Presider - John W. Casey, Chancellor
Seattle Community College District
- Speaker - The Honorable James B. Hunt, Jr.
Governor of North Carolina
- "Building a Team: Community Colleges, Business
and Industry, State Government - This is the Way
We Did It in North Carolina"

DINNER AND KEYNOTE ADDRESS

Hostess - Patricia Hite
Board of Trustees
Whatcom Community College
Bellingham, Washington

Presider - John W. Casey, Chancellor
Seattle Community College District

Speaker - The Honorable James B. Hunt, Jr.
Governor of North Carolina

"Building a Team: Community Colleges, Business and Industry,
State Government - This is the Way We Did It in North Carolina"

ADDRESS BY GOVERNOR HUNT

I really am delighted to be here. Do you really know what a beautiful area you live in? It is fantastic! Like I tell our people in the mountains every once in a while -- you're a little closer to heaven. You really are fortunate. This is an area that is not only beautiful, but nationwide, you've got the reputation here of just having a fantastic quality of life. That's one of the reasons that your potential for the future is so great. Because you really do have that kind of reputation.

I wish I could have been with you all day today. I could have learned a lot and enjoyed it. I know you've had a superb meeting, and I want to commend all the people who've been involved in it. We've got a big job to do in this nation. I'm going to talk about that tonight. But this is the kind of thing that will help us understand what needs to be done and help us resolve to do it. Those ties and relationships and partnerships will enable us to be successful.

In our state of North Carolina -- a state of about 6,000,000 people, (in the last census we just passed Massachusetts and became the 10th largest state, but still not a big state) -- we're a state of agriculture, textiles, tourism and furniture. Historically, those were our basic industries, just as you have some basic ones, some of which are having hard times.

We're also rapidly expanding and diversifying our economy. Today, more than half of the FORTUNE 500 companies have at least one plant in North Carolina. Electronics has become our fourth largest industry. And yet, we've been a poor state historically. When I became governor in 1977, I was determined to do everything that I possibly could to try to move our state ahead in terms of economic growth; that had to be our top priority because we were down about 40th in per capita income and, if you care about education and you care about human beings, and especially if you care about little children and you want them to have a full opportunity in life, you know the best thing you can do for them is to help their parents have a better job. And so I was very dedicated to that, along with the people of our state.

During our administration we have announced more than 10,000,000,000 (billion) in industrial investments, and that figure is now about 165,000 new jobs in

industry and for every one new job in industry, there will be created about two other jobs in the services sector and all the things that support that job in industry. Now that has come about through vigorous, strong industrial recruitment. I say to my people in the Department of Commerce, you tell me what you need -- and, we're not going to waste any money -- but we want the best in terms of industrial recruiters and we give them the resources to work with. It's come about because of a good business climate. And we have to have that and all of us have to understand that. Whatever our philosophy, whatever our politics, we have to have an environment in which business can make reasonable profits. If business can't make reasonable profits, they can't provide jobs.

We've done it because of a productive labor force. A labor force that wants to work and appreciates a job. And, I think, an excellent quality of life. North Carolina has led the south in economic development, I think primarily, because of our deep conviction that economic progress is the fuel that makes social progress possible. Opportunities for people -- that's what we should all be about. And this is the primary way you bring it about. And as we move into that information economy of the future, what will be important is not huge capital investments, huge plants and huge pieces of equipment and machinery, it will be smart, bright people. And those industries, and those businesses, and those jobs will go to where those people are. And industry can set up in three to five months in a pre-fab building. That's the way things are changing. We have to know that and understand it, and as I say, look upon what we do in the long run that pays off more handsomely than excessive tax breaks or lax environmental enforcement. In fact, the high technology industries that I talk with -- and I do that regularly all over this country -- they talk to me a lot more about what we're doing in education and training than they do about tax breaks although, again, you must be competitive and must be reasonable.

There have been many important elements in our strategy. Obviously we must have the infrastructure. We must have good roads, and bridges, and railroads, and ports. We've got to have water and sewer facilities. In our state, the state takes the lead in making much of that available.

We have to work harder in our schools and, as I said, I guess that is the thing that I have committed myself to most strongly as governor of our state. When I became Governor...I ran in large measure on a very specific campaign pledge. And that was to help every child learn to read. Not quality education -- but to learn to read. You learn to read in the early grades, and if you learn well, if you have enough help you can learn math well at the same time -- then the other things will happen, if we continue to have a good program. But we put in a primary reading program. We put in public funds, public investments, to provide in every single classroom in grades one, two and three in our state a full-time aide. The federal government's phasing out those funds, but aides will not be lost in North Carolina because we put state money in to do it. And a class of no more than 26 under state law -- we have two full-time people; a teacher and a well-qualified aide. We have, in our state, a good testing program. For years, I listened to candidates and I listened to governors talk about, and I listened to people talk to them about what you're spending on education. And that has some validity. But it seemed to me something was wrong, because I kept hearing people say if you're doing well, you ought to be spending at a certain level. And it seemed to me that was talking about the inputs not what was coming out. And obviously you've got to have adequate inputs, but we decided we ought to put in rigorous testing programs all the way through the grades, and a strong program of competency required for graduation. And we did that. And I've had so many principals

tell me that that's the best thing that has ever been done in our public schools to make them better. Because people started working harder. We were accountable and people knew that.

We are now working very hard to reduce drop-outs and we're focusing on math and science education and that will be the primary theme of my state of the state message next January. Some things take a lot of money; others take less money. And some can be done with very little money. But we've got to make that almost our top priority concern now in our public schools - math and science education - if we're going to move into that high technology age.

An indispensable ingredient in a successful program of economic development, of course, is cooperation within the whole state -- within the system. By that I mean, there must be an active working partnership involving state and local government; involving the business community and involving the entire educational system, so much of which you have here this evening. In our state, perhaps the most visible example of that partnership is our research triangle park. It was started 25 years ago by a visionary Governor named Luther Hodges, who later became the Secretary of Commerce in the Cabinet of John F. Kennedy. It was started with the vision of a Governor who called in a friend - who headed the largest bank in our state and was later President of the United States Chamber of Commerce -- who went out and secured title to about 5,500 acres of land and began putting the project together. And we located between three great research universities (and you have some of the greatest in the country here in this state) --- the University of North Carolina at Chapel Hill, and Duke University, and North Carolina State University. That was done with government and business and universities and now, of course, the community colleges and the public schools all working together. Not just government, not just business, but all of them together. Today, some 40 firms and agencies call that Research Triangle Park home. I think it is on the verge of, if it has not already passed, the Stanford Research Park as having the greater number of research people working in it. We now have some 20,000 people who drive into that Park every single day.

.....All of us value our traditional industries, and we should, and we should help them and work with them every way we can. They built our states, and we should never forget that. But we also must always be looking ahead. As a people, we have to do that. And about two years ago, we decided in our state we wanted to take another giant step forward. That we wanted to commit ourselves as a people, as a state, to a high technology future in microelectronics. And we're working hard, as I said, to make our state the primary East Coast center for that industry. In doing that, (and, of course, we had many things that helped us already in our universities and in some other places, but in conjunction with some of the great companies in this country), we found that we needed to pull together our research universities. We have four schools of engineering and one top school of computer science. We decided to do that by establishing what is called the Microelectronic Center of North Carolina. We will have a building there and state-of-the-art clean rooms and equipment of all kinds, computer hook-ups with all of those campuses. Students, both undergraduates and graduates, will come in and use those facilities. Again, these high technology industries live or die on availability of trained people. And that's what we decided to do. Now we were at a time when we didn't have very much money. We were not as hard hit as you are now, or, indeed, as we are now. But we were far from having what we needed. As Governor of the state, I made that appropriation -- 24 and one-half million dollars in a state where most people had never heard the word "microelectronics" -- my number one budget item. I talked about it in my state of the state address -- we had all kinds

of things to do to educate our legislators in terms of what was involved. We got that appropriation through -- the largest that any state in this country has ever made in that field. Of course, the significant part of our investment in that field is involved in our universities. One of the things I would say to all of you here tonight, is that when you're talking about your colleges and universities, especially those that are involved in research and training that your industries need, you're talking about investing in economic growth.

It isn't just education, it's investing in economic growth. It's creating more jobs. And we need to understand that. You need to understand that as leaders. And we need to help our people to understand that. Now the results of establishing that Microelectronics Center is that the General Electric Company, which was then on the verge of getting into microelectronics because they had been buying most of that from other companies, decided to establish their new research and development center in that Park and adjacent to that Center. Then they decided to establish their national and international semi-conductor division there. Then, the semi-conductor industry, which is made up of IBM and all the big ones throughout this country, decided to establish a research arm which they call the Semi-conductor Research Cooperative; they looked all over the country -- Silicon Valley and Texas and Route 128 in Boston and down in Florida and Minnesota and Arizona and all around -- they picked the Research Triangle Park as the place to come. And from there, they'll be putting out about 50 million dollars of research grants every year beginning about 1985 to 1986. Texas Instruments, which, by and large, has kept its activities in Texas, has just recently announced two new plant sites in North Carolina. Of course, in addition to that, we are keenly aware that one of the most important things that we can do and what we must do, is to prepare our people -- to train them -- for the jobs in that and other industries.

We've done several things in North Carolina to build our community colleges. I want to list three or four of those.

The first thing we did, and I think maybe this is the best thing we have done, was to have the good sense to recruit a great educator from the Northwest to head up our system

Larry Blake is, of course, an outstanding head of our system. But he's also, in a sense, my right arm when it comes to trying to build our state. When I go to Silicon Valley and go around and talk to all these companies, Larry Blake is at my side, and he knows what he's talking about, and they know he knows. When we're talking about how we can develop a system so that we are preparing our young people for the jobs that are going to be there and not giving them wrong signals, Larry Blake is the key person who helps us devise a new system in our state. He's done a tremendous job. And that's the first thing we did to improve our system.

Second, and states have different systems, here I think maybe we're alike. We decided to form a new state community college board. As Lieutenant Governor, I had sat on our State Board of Education when we had the public schools and the community colleges together. And I tried my best to get the Board to give full attention to both systems. And after four or five years, because we didn't make the system change immediately after I became Governor, I decided we just frankly couldn't do it. We needed to have a separate board for our community college system. And I was determined that upon establishing that board that we were going to recruit top leaders of business and industry to sit on that board and give us the kind of leadership it needed. And I personally called every single person that served on that board and asked them to take that job and told them

how important it was for our state. And they're giving that kind of leadership. And when we go to the legislature for appropriations, the primary job is not done by the presidents, is not done by the chairmen of the Board, or the head of the system -- it's done by those leaders of business and industry in our communities. And it works.

And then the third thing that we did about a year or so ago, and that came out of a frustration that I felt, and I suspect that other Governors have felt it too. I was frustrated by the fact that everybody was trying to provide training everywhere. And we needed to bring some order out of that. And so I issued an Executive Order that the community colleges in North Carolina would be the "presumptive deliverer" of skill training for new industry. And that's where you first go -- if they can't do it, then you go elsewhere. But that's worked -- I think in a very fine way -- and it's helped us avoid duplication and I'm sure it saved our taxpayers money. We have a standing sort of rule or understanding in our state, that if your industry will come in and bring their jobs, that we will bring the trained workers to them.

The Cummings Diesel Engine Company is about to complete an investment near my home area of North Carolina. In their case, we build an annex of our community college right across the road from that huge new plant that's going to be large enough to hold 30 football fields. Our standing rule is that.....we will provide the training -- the state will do that. Now everyone, once in a while during the year, they run out of money. An Larry, boy, he very frantically gets on the phone to the Governor, and he says, "Governor, we're out of money." And I call the Budget Officer and I say, "You find out how much money Larry Blake needs and put it in his budget." And, so far, we haven't gotten in trouble.

But that's the way we do it. When I'm recruiting industry in Germany or Japan or wherever -- it may be anywhere in this world, I say to those people, we will train your people in the way you want them trained. If we need to send our director of training over to your plant in Dusseldorf or wherever -- it may be to see how you do things, we will send that person. And we have done that time and again. That's the kind of commitment we have and it's the community colleges, of course, through which we do it.

Beyond that, of course, our system is making great strides in filling those basic educational gaps that are also obstacles to economic developments. We are, as you all are I'm sure, attacking illiteracy, both basic illiteracy and technical illiteracy. The community colleges are working hard to help us deal with the drop-out problem and reclaim those people and help them get into the job market.

I sometimes call the community colleges the people's colleges. And I think that's an apt name, because they're located where the people are and they're an affordable price and they provide things needed by almost all of them.

But for successful economic development, you must have a plan and you must have leadership and you must bring all of the elements together. It's not enough just to tell industrial prospects that you "welcome them with open arms". You have to be able to deliver. In North Carolina and all across this nation, we have so much more to do -- and let me say this to you tonight -- we've got a long way to go and we're learning from other people. And I've picked up some things from you and I know Larry has. But for all of us, the important thing is not Washington State vs North Carolina, or any inter-state competition. We all have a tremendous job to do if we're once again to become the pre-eminent economic power in this

world. One of the most obvious tasks is improving math and science education in the elementary and secondary grades. That is becoming almost a crisis in America. And that's something we in the Governors' Association, where I chair the Task Force for Technological Innovation and in my work with the Education Commission of the States, will be devoting our attention to, in the strongest kind of way in this coming year.

My friends, we must do all of these things. In my view, we are being challenged as never before. Our economic strength, our military strength, our leadership in this world -- this is a time when education and training must be strong for our nation to be strong. We simply cannot in this country -- you cannot in your state nor can we in ours -- accept a permanent cycle of recession and inflation. Millions of people out of work and millions more trapped in dead-end jobs. Millions of people falling each year into an underclass of poverty which is now increasing. We cannot let the Soviet Union dominate the world militarily and politically. We cannot let our nation become an economic and technological colony of West Germany and Japan. This nation can do better than we are doing today. We have to understand that -- we have to believe that. We have to work together to change that. And we must do that if our children are to have the opportunities they need. And what they need and what they must have and what this country must have is the opportunity to become the smartest children in the world, and for our adults to become the most highly skilled in the world.

Twenty-five years ago Dwight Eisenhower was our President. He was a man who knew something about this nation's strength in the world. He said this: "If the U.S. is to maintain its position of leadership and if we are to further enhance the quality of our society, we must see to it that today's young people are prepared to contribute the maximum to our future strength and progress and that they achieve the highest possible excellence in schools."

I think that continues to be the challenge today to American education. I believe we can meet that challenge. I think we can do it in this country. I don't agree with those people who believe that our best days are behind us. I've been all over this country time and time again, as so many of you have. I've seen the great fertile land and wonderful forests. I know something about those seas and sounds. I know something more importantly, about those people, including those young people, including my own children. They're the smartest ones we've ever had. We can change things. We can make this nation strong again. We can do it by working through our schools and our community colleges and our universities and we must do it together. In Washington state -- in North Carolina -- all across this land -- we must decide to do it now. I'm proud to see what you're doing in this state. We support you; we want to help you in any way we can. And together -- not having it done from Washington, D.C. -- let us move this nation forward to become the truly great land that we can become.

Summary of Wrap-up Remarks by John W. Casey

Where do we go from here?

We are on the threshold of one of the great peaceful revolutions of the world -- a technological revolution. Since it is moving so rapidly, we have to see people as our ultimate concern.

To deprive people of an education to contend with today's fast-moving environment is shortsighted and self-destructive. We, educators, private citizens, legislators and business/industrial individuals, must pull together.

I hope you will tell and support the story of community college education because it is a story of people. You have heard Governor Hunt tell us what happens when people work together.

There is the story in the bible of the people who came out of bondage and were harassed as they rebuilt. The construction went forward because the people has "a mind to work".

Tonight let's have "a mind to work".

You have been a delightful group, and it has been a delightful day. Thank you, Governor. Goodnight.

DINNER - KEYNOTE ADDRESS

AUDIENCE REACTION/EVALUATION

Question 1. What are the major obstacles to such a team-building effort such as the North Carolina model?

Decisions to do it, leadership.

Teams - including private business.

Commitment of government entities in this state.

Lack of understanding by most people.

Priorities of legislature, taxpayer, government agencies at all levels, media must be changed; we must remove no-growth syndrome.

We are late getting in the competition.

A lot of political entities would have to become cooperative rather than competitive.

Question 2. What are the first steps which could be taken in Washington state to build such a team between the various state components, including the community college system?

Declaration by the Governor that the community college is the delivery system for job training. Coordination among government, commerce and economic development, education, employment security, Washington State Employment and Training Council.

Some statewide cooperation to provide work skills needs - perhaps coordinate with Community and Economic Development and while it pursues relocation of business.

Conviction that community colleges can and will provide means to make Washington economically and educationally the top state in United States.

Form business and industrial council, work with economic development councils. Contact seniors and juniors at all high school. Exchange of staff - by screening employees. Intern program.

Immediate communication initiated by community colleges to economic development groups in each area. They've been looking for support. Then we'll educate the legislature together to the need.

Get Governor's involvement, not just endorsement.

Bring together all councils, committees, chambers of commerce, port districts who are working on economic development with representatives of education and business and industry.

"PRIMARY PARTNERS IN ECONOMIC DEVELOPMENT"

August 20, 1982

Participant Questionnaire

DINNER - Keynote Address - Governor James B. Hunt, Jr.
Building a Team: Community Colleges, Business and Industry, State Government; How We Did It In North Carolina

1. After hearing the North Carolina Governor's presentation, do you think it is applicable to Washington state?
2. What are the major obstacles to such a team-building effort?
3. What are the first steps which could be taken in Washington state to build such a team between the various state components, including the community college system?

Name (optional) _____

Affiliation _____

Business/Industry _____ Education _____ Labor _____

Government : state county city

legislature

APPENDIXES

- I. List of Participants
- II. Biographical Notes on Guest Speakers
- III. Planning Committee

LIST OF PARTICIPANTS

State Board for Community College Education

John Terrey, Executive Director
 Earl Hale, Deputy Executive Director
 Richard Moe, Asst. Director, Vocational Education
 Ray Harry, Coordinator, Vocational Education
 Sherie Story, Assistant Director, Information Services
 Robert Wark, Administrative Assistant, Communications
 Helen Radke, State Board Member, 3rd Congressional District,
 Port Angeles
 Dorothy Plath, State Board Member, 4th Congressional District,
 Yakima
 Philip S. Hayes, State Board Member, 6th Congressional District,
 Tacoma
 E. Anne Winchester, State Board Member, 7th Congressional
 District, Seattle
 Jim Walton, Assistant Manager, City of Tacoma
 Wendy Holden, Employment Security Department

Bellevue Community College - District #8

Patricia McGlashan, Chairman, Board of Trustees
 Mary McKinley, Board of Trustees
 Paul Thompson, President
 Collen Demaris, Business-Industry/Special Programs
 Jim Shuman, Chairman, Business Division
 Dawn Reynolds, Public Information Officer
 Bobbie Flanagan, Training Director, Safeway Stores
 Ron Coulter, Howard, Needles, Hammer & Bergendoff Co.
 Penny Peabody, Bellevue Community College Foundation Board
 Bob Goldstein, Bellevue JOURNAL-AMERICAN
 John D. Jones, Senator, 48th District, Washington State Senate
 Delores Teutsch, Representative, 45th District, Washington State
 House of Representatives
 Drucilla Briggs, Bellevue City Council
 Linda Hockman, BCC Foundation Board of Directors

Big Bend Community College - District #18

Harry Yamamoto, Jr., Chairman, Board of Trustees
 Peter DeVries, President
 E. Les Paulsen, Union Carbide Co.

List of Participants (Con't)

Centralia Community College - Olympia Technical Community College
District #12

Merrily Knutsen, Chairman, Board of Trustees
Dale Miller, President, Centralia Community College District 12
Kenneth Minnaert, President, Olympia Technical Community College
Mary Stough, Board of Trustees
Bill Moeller, Mayor, City of Centralia
Paul McBride, Executive Vice President, Chehalis Chamber of Commerce
Bill Fuller, Senator, 20th District, Washington State Senate
Dr. Robert Shedd, Director, Land Management Dept., Weyerhaeuser
Real Estate Co.
Ed Pernerl, Past President, Chehalis Chamber of Commerce
Robert Cleveland, Chairman, OTCC Vocational Advisory Committee

Clark College - District #14

Earl Johnson, President
Kathryn Mann, Dean of Faculty
Marcine Miles, Dean of Instruction
Charles Reinmuth, Associate Dean of Instruction
Dennis Heck, Representative, 17th District, Washington State
House of Representatives
Mark Turpel, Project Manager, Clark County Regional Planning
Paul DeBonny, Director, Planning Department, Clark County

Columbia Basin Community College - District #19

Darlene Smolen, Public Information Officer

Everett Community College - District #5

Jean Cooley, Board of Trustees
Richard Cooley, Vice President, Shoreline Savings
Susan Quattrociochi, Dean of Vocational Education
Nancy Weis, Board of Trustees
Kent Ord, Director, Information Services and College Relations
Nancy Williams, Everett Economic Development Council
Thomas J. Harrigan, Western Gear
Dave Koenig, City of Everett
Chris Barada, City of Everett

Ft. Steilacoom Community College - District #11

Robert Stauffer, President
Emi Somekawa, Board of Trustees
Christine Shannon, Assistant to the President/Director, College
Relations

List of Participants (Con't)

Edmonds Community College - District #23

Thomas Nielsen, President
Karen Miller, Chairman, Board of Trustees
Carol Simons, Board of Trustees
Rudy Jones, Board of Trustees
Margaret Hays, Board of Trustees
Jennis Bapst, Business Manager
Vince DeLeers, Dean of Instruction
Jack McGee, Director, Industrial Education Division
Becky Montgomery, Director, Natural Science and Math
Gary Oertli, Director, Business Programs
Mary Phillips, Associate Dean, Vocational Education
Elaine Weitz, Program Manager, Industrial Education
Gary Nelson, Representative, 21st District, Washington State
House of Representatives
Meredith Ward, Advance Technology Lab
Adam Heller, Honeywell
George Trickell, John Fluke
Paul Matson, John Fluke
Donald Hall, Pacific Technologies
Gary Fazzino, Hewlett-Packard
Bruce Faires, Opcon
Jerry Hendley, Washington State Electrical Contractors Association
John Hooker, Washington Electrical Education Foundation
Steve McAllister, Employment Security
Shirley Bethan, President of Board, Edmonds School District 15

Grays Harbor College - District #2

Dr. Joseph A. Malik, President
Stanley C. Gillies, Chairman, Board of Trustees
Frank Larner, Board of Trustees
Betty Beckett, Board of Trustees
Keith Herrell, President, Harbor Navigation Co., Westport, Wa.

Green River Community College - District #10

James Chadbourne, President
Harold Taylor, Dean of Instruction
Jim Fitzgerald, President, Quadrant Corporation
Len McCombe, Office of Representative Dan Grimm, 25th District,
Washington State House of Representatives

List of Participants (Con't)

Highline Community College - District #9

Shirley B. Gordon, President
Ida Peterson, Chairman, Board of Trustees
Edward Command, Vice President
Eleanor Lee, Senator, 33rd District, Washington State Senate

Lower Columbia College - District #13

Vernon Pickett, President
Grant Burchim, Chairman, Board of Trustees
Elizabeth Doumit, Board of Trustees
Carl Devin, Dean, Vocational Education
Marshall Bingham, City Manager, City of Kelso
Bob Williams, Representative, 18/19A District, Washington State
House of Representatives
Gary Holmberg, Superintendent of Schools, Wahkiakum County
Roger Wristen, Acting Manager, Crown Zellerbach, Cathlamet
Stephen Kridelbaugh, Economic Development Council, Clark County

Olympic Community College - District #3

Carolyn Powers, Board of Trustees
Ron Crossland, Dean of Instruction

Peninsula College - District #1

Jane Hughes, Board of Trustees

Shoreline Community College - District #7

Ron Bell, President
Cherry Jarvis, Chairman, Board of Trustees
Tracy Owen, Board of Trustees
George Douglas, Dean of Instruction
Kwami Taha, Chairman, Business Division
Shani Taha
Jim Montzheimer, Director, Vocational Education
Chuck Ede, Central Puget Sound Economic Development District
Susan Doolittle, Port of Seattle
James Burow, President, Shoreline Chamber of Commerce

List of Participants (Con't)

Seattle Community College-District #6

Helen Sutton, Chairman, Board of Trustees
John W. Casey, Chancellor
Dan Carbone, Board of Trustees
Philip Burton, Board of Trustees
Art Siegal, Board of Trustees
Aurelia del Fierro, Board of Trustees
Charles Jones, President, Seattle Community College Federation
of Teachers
Carol Berg-Christiansen, Director of Public Information
B. J. Kirkpatrick, Executive Secretary to the Chancellor
Meleese J. Mohn, Public Information Office
Michele Hunter, Special Projects, Chancellor's Office
Joanne Brekke, Representative, 32nd District, Washington State
House of Representatives
Dick Nelson, Representative, 32nd District, Washington State
House of Representatives
Nita Rinehart, Representative, 43rd District, Washington State
House of Representatives
Nancy Rust, Representative, 44th District, Washington State
House of Representatives
Eugene V. Lux, Representative, 35th District, Washington State
House of Representatives
Jeannette Williams, Councilwoman, City of Seattle
Scott Blair, Councilman, King County
Emily Duncan, Office of Women's Rights, City of Seattle
Bob Lewis, Private Industry Council
Doug Legg, Seattle Chamber of Commerce
Millie Russell, Assistant to the Vice President for Minority
Affairs, University of Washington
Lou Coastan, Pacific Northwest Bell
Robert A. Youngs, Pacific Northwest Bell
Roy Kimbel, Assistant Vice President, Public Affairs, Seattle
First National Bank
Lee Beaudry, Director, Special Studies, Cascade Natural Gas Co.

North Seattle Community College - District #6

Dr. Cecil Baxter, President
Barbara Daum, Dean of Instruction
Lucy Charnley, Director, Vocational Education
Ken Nelson, Senior Vice President, Washington Physicians' Service

Seattle Central Community College - District #6

Donald Phelps, President
Charles Mitchell, Dean of Students
Ronald Hamberg, Dean of Instruction
Jim St. Germain, Dean of Administrative Services

South Seattle Community College - District #6

Jerry Brockey, President
Norman Beers, Citizens Advisory Council
Mary Dunlap, Citizens Advisory Council

List of Participants (Con't)

Skagit Valley College - District #4

James Ford, President
James E. Anderson, Board of Trustees
George Delaney, Dean, Educational Services
Susan Tinker, Associate Dean, Occupational Education & Special Programs
Bert Williamson, Associate Dean, Continuing Education & Vocational Director
Thomasina Clarke, Director, Information Services
Patrick Fiske, Representative, 40th District, Washington State House of Representatives
Duane Stowe, Owner, Stowe's Department Store, Burlington, WA

Spokane Community College - District #17

C. Nelson Grote, District President
Sam Guess, Senator, 6th District, Washington State Senate

Spokane Community College

Fay LeGrandeur, President
Bill McMulkin, Dean of Instruction

Spokane Falls Community College

Tom Hopkins, Division Supervisor, Business & Office Occupations
Ron Johns, Division Supervisor, Mathematics and Science
Susanne Johns

Tacoma Community College - District #22

Lawrence Fault, Board of Trustees & Marketing Manager, Olympic Peninsula Enterprises
Donald Gangnes, Executive Dean, Planning and Operations
David Habura, Executive Dean, Education Services
William King, TCC Institute for Business and Industry
Gary Sigmen, Division Chairman, Business & Office Education

Walla Walla Community College - District #20

Steven Van Ausdle, Vice President/Dean of Instruction

List of Participants (Con't)

Wenatchee Valley College - District #15

Melvin Hammer, Board of Trustees
Jim Flint, Dean of Instruction
Bob Eley, Associate Dean for Occupational Education
Dick Harris, Port of Chelan County

Whatcom Community College - District #21

William Laidlaw, President
William J. O'Neil, Chairman Board of Trustees
Patricia Hite, Board of Trustees
Harold Heiner, Dean of Instruction
Linda Reisser, Dean of Students
James Caldwell, Corporate Secretary, Builders Concrete
Bill Quehrn, President, Bellingham Chamber of Commerce
Paul Hemmen, Vice President of Manufacturing, Uniflite
Elaine Ramel, Whatcom County Council of Governments
Irene Salshus, President, Inns & Resorts

Yakima Valley College - District #16

Terrance Brown, President
Dick Olivas, Board of Trustees
Bob Peterson
Pacific Power & Light
Gary Webster, Manager, Deacoto Airlines

Guests of Conference Planning Committee

Betty Owen, Office of Governor James B. Hunt, Jr., North Carolina
Phil Rocketteller, Office of Governor John Spellman, Washington
Larry Gagne, Department of Commerce and Economic Development,
Washington
Fred Haley, Chairman, Governor's Temporary Committee on Education
Policies, Structure and Management, Washington
Virginia Brix, Governor's Temporary Committee on Education
Policies, Structure and Management
Ruth Clark, Governor's Temporary Committee on Education Policies,
Structure and Management
George Hood, Secretary's Regional Representative, Region X,
U.S. Office of Education

BIOGRAPHICAL NOTES ON GUEST SPEAKERS

NORWARD BROOKS - Currently serving in the cabinet of Governor John Spellman as Commissioner of Washington State Employment Security Department, Mr. Brooks held this position for three years under former Governor Daniel Evans. During that tenure he established progressive steps to help the unemployed. In the interim years he served as Director of Administrative Data Processing at the University of Washington, where he is presently completing his doctorate in higher education. Prior to his first public administrative position as Director of King County Office of Records and Elections, Mr. Brooks was an officer in the U.S. Army at Ft. Lawton and then in the National Guard.

LARRY HENDERSON - Mr. Henderson is currently serving as Personnel Superintendent at the Trentwood works of Kaiser Aluminum and Chemical Corporation Northwest regional headquarters in Spokane. He was transferred to his current position from Louisiana. He is a graduate of Southern University and the University of Maryland. He has two masters degrees - industrial relations and industrial engineering from Iowa State University. His professional activities include Toastmasters. He is coauthor of several articles for the Human Factor Society.

JOHN H. VICKLUND - Mr. Vicklund is currently Director of Industrial Relations for the ELDEC Corporation, an aerospace electronic manufacturer. He is responsible for all areas of corporate personnel and industrial relations, and has been with that corporation since 1974. He is a graduate of the University of Washington. Mr. Vicklund's major interests lie in human resource management, and he is very active in civic and professional organizations in the Puget Sound area, serving on the board of United Way, the King County-Snohomish County Private Industry Council and chairman of the Northwest Industrial Relations Committee. He is president and founding member of the Puget Sound Electronic Training Foundation.

RICHARD T. SCHROCK - Prior to his appointment in March 1981 as Director of Washington state's Department of Commerce and Economic Development, Mr. Schrock operated his own public relations, advertising and marketing firm in Seattle for 12 years. He attended St. Martin's College in Olympia. Since embarking upon his first government job, Mr. Schrock has doubled the programs and budget of the Department of Commerce and Economic Development while reducing staff by 20%; spearheaded the state's successful efforts to gain major electronics firms new plants in the state; conducted two trade missions to Asia led by Governor Spellman and will soon accompany the governor on a major mission to the People's Republic of China. His department maintains offices in Olympia, Seattle and Spokane, as well as a newly opened office in Tokyo, Japan.

RICHARD (DICK) N. KLASSEN - As past president of the Association of Community College Trustees, a national organization, and current chairman of the Hutchinson (Kansas) Community Junior College Board of Trustees, Mr. Klassen has broad and in-depth experience in community college education on the national level. He holds an undergraduate and law degree from the University of Kansas and is a lawyer and banker from Nickerson, Kansas. He is active in civic and professional organizations, having served as an officer and director of Lions International, Chamber of Commerce, Red Cross, Boy Scouts of America, Kansas Bankers Association and Kansas Bar Association. He served as the City Attorney of Nickerson from 1958 to 1972. He is a member of the Board of Directors of the American Association of Community and Junior Colleges.

LARRY J. BLAKE - Dr. Larry Blake, State President of the North Carolina Community College System since July 1979, has been in the forefront of community college education since 1962. He received his M.S. and B.S. in Civil Engineering from the University of Washington and his Ph.D. from the University of Arizona in Environmental Engineering. He served as Chairman, Applied Sciences Division, at Highline Community College from 1962-1966 and as Dean of College Parallel at Seattle Community College in 1967. He became the founding president of Flathead Valley Community College in Montana in 1967 and served until 1974 before going to British Columbia as the founding president of Fraser Valley College in 1974, where he remained for five years until 1979.

Dr. Blake is former chairman of the President's National Council on Education Professions Development, former member of the Board of Directors of the American Association of Community and Junior Colleges, and member of the Governmental Relations Commission of the AACJC. He has served as the president of the Association of Canadian Community College Administrators, the Northwest Association of Community and Junior Colleges, Mountain States Association of Community Colleges, and Montana Association of Community Colleges.

Dr. Blake is a member of the Board of Commissioners of the North Carolina Agency of Public Telecommunications, Board of Trustees, North Carolina School of Science and Mathematics, Board of Trustees of the North Carolina Public Television Authority.

The author of over 30 articles and books concerning community colleges and engineering, Dr. Blake is a consultant to the Ministry of Higher Education, Republic of Egypt, concerning technical education, and has led over 30 workshops for faculty, administrators, trustees and other groups.

JAMES B. HUNT, JR. - As Governor of North Carolina since January 1977, Jim Hunt is the first governor to be reelected to a second term and has led his state to its greatest period of economic growth and diversification and brought about extensive changes in public education. He was born in Greensboro, N.C. and grew up on a farm in Wilson County. He has an undergraduate degree in agricultural education and a master's in agricultural economics from N.C. State University. He studied law for one year at Georgetown University in Washington, D.C. while he served as national college director for the Democratic National Committee during President John F. Kennedy's administration. He completed his law degree at the University of North Carolina at Chapel Hill and then spent two years with his wife and two children in the Himalayan nation of Nepal, where he worked as a Ford Foundation economic adviser. Their third child, a daughter was born in a missionary hospital in Katmandu, and a fourth child after he returned to Wilson County to practice law.

Governor Hunt has been deeply involved in civic and political affairs since 1968. He was elected Lieutenant Governor in 1972 despite a Republican landslide which elected Republicans to the U.S. Senate and the governorship of North Carolina. His reelection in 1980 was also won despite a Republican tide nationwide which captured the other Senate seat in North Carolina.

He served as chairman of the Democratic Governors' Conference in 1979 and chairman of the National Governors Association's Committee on Criminal Justice and Public Protection. In July 1981 he was appointed to chair the national Democratic party's Commission on Presidential Nomination, a 70-member study commission which reviewed the party's rules for selecting delegates to its national convention. The recommended changes were accepted by the Democratic National Committee in March of this year and will shorten the campaign season by five weeks and provide for greater representation of mainstream Democrats.

His accomplishments within the state of North Carolina include establishment of a multi-university training center to help attract the growing micro-electronics industry; establishment of an innovative reading and testing program and the nation's first residential high school for students gifted in mathematics and science; establishment of a public staff to represent consumers in utility rate cases which has been copied by states across the nation; wide-ranging crime legislation including a Speedy trials Act; and found time to volunteer one morning a week in the public schools working with young people on the verge of dropping out of school.

CONFERENCE PLANNING COMMITTEE

John W. Casey, Chancellor
Seattle Community College District 6

Geneva Davidson
Board of Trustees
Columbia Basin Community College

Peter D. DeVries, President
Big Bend Community College

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Mary McKinley, President
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Community Colleges
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Richard Moe, Assistant Director
Vocational Education
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Education

Thomas C. Nielsen, President
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